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ABSTRACT

Regents External Degrees make it possible for an individual to earn a college degree without the constraints of time or locale, and without necessarily attending college. He or she need only demonstrate college-level competency in a Regents External Degree Program. Credit is granted for a variety of educational experiences--from military training, to proficiency examinations, to traditional college course work. This document presents, in Part I, a description of the New York Regents External Degree, including enrollment procedures, costs, grading systems, and degree programs. Part II describes the New York College Proficiency Examination program and its use. Part III gives information on the New York College Proficiency Examinations and the Regents External Degree Examination, including application procedure, grading policies, examination format, use of examinations and methods of preparation. Part IV presents examination content descriptions. Also included is a list of the colleges, universities, and nursing programs in New York State that participate in the College Proficiency Examination Program. (Author/PG)

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THE UNIVERSITY OF THE STATE OF NEW YORK

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

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1985	EVERETT J. PENNY, B.C.S., D.C.S., Vice Chancellor	White Plains
1978	ALEXANDER J. ALLAN, JR., LL.D., Litt.D.	Troy
1987	CARL H. PFORZHEIMER, JR., A.B., M.B.A., D.C.S., H.H.D.	Purchase
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1977	JOSEPH T. KING, LL.B.	Queens
1974	JOSEPH C. INDELICATO, M.D.	Brooklyn
1976	MRS. HELEN B. POWER, A.B., Litt.D., L.H.D., LL.D.	Rochester
1979	FRANCIS W. MCGINLEY, B.S., J.D., LL.D.	Glens Falls
1986	KENNETH B. CLARK, A.B., M.S., Ph.D., LL.D., L.H.D., D.Sc.	Hastings on Hudson
1983	HAROLD E. NEWCOMB, B.A.	Owego
1981	THEODORE M. BLACK, A.B., Litt.D.	Sands Point
1988	WILLARD A. GENRICH, LL.B., L.H.D.	Buffalo
1982	EMLYN I. GRIFFITH, A.B., J.D.	Rome

President of the University and Commissioner of Education

EWALD B. NYQUIST

Executive Deputy Commissioner of Education

GORDON M. AMBACH

Regents External Degree Program
The University of the State of New York
99 Washington Avenue
Albany, New York 12210

College Proficiency Examination
Program
State Education Department
99 Washington Avenue
Albany, New York 12210

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

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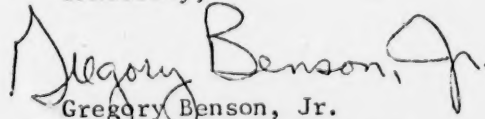
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REGENTS EXTERNAL DEGREES

**COLLEGE PROFICIENCY
EXAMINATIONS**

The University of the State of New York

1973

Albany, New York

TABLE OF CONTENTS

Foreword

The University of the State of New York

PART I — THE UNIVERSITY OF THE STATE OF NEW YORK REGENTS EXTERNAL DEGREES

	PAGE
Advisory Board of the University of the State of New York Regents	
External Degrees	5
Introduction	7
General Information	9
Enrollment Procedures	9
Approaches to Earning Credit	9
College Courses	10
Proficiency Examinations	11
New York College Proficiency Examination Program	11
Regents External Degree Examinations	12
College-Level Examination Program	13
College Entrance Examination Board Advanced Placement Examinations	14
United States Armed Forces Institute	15
Military Service School Courses	16
Special Assessment	18
Costs	18
Grading System	20
Status Report Procedures	20
Transcript Request Procedures	20
Program Completion Procedures	21
Degree Programs	23
The Associate in Arts Regents External Degree	23
Degree Requirements	23
Methods of Satisfying Degree Requirements	25
Approved Examinations for Fulfilling the Associate in Arts	
Regents External Degree Requirements	29
Medical Laboratory Technician Certificate	35
Sample Status Report	36

	PAGE
Regents External Degree Committee on Associate in Arts	39
The Bachelor of Science in Business Administration Regents External Degree	40
Grading	40
The General Education Component	40
The Business Component	43
Requesting Waiver of Regents External Degree Examinations	47
Approved Examinations for Fulfilling the General Education Component of the Bachelor of Science in Business Administration Regents External Degree	54
Sample Status Report	58
Regents External Degree Committee on Bachelor of Science in Business Administration	63
The Associate in Applied Science in Nursing Regents External Degree Grading	64
The General Education Component	64
The Nursing Component	66
Approved Examinations for Fulfilling the General Education Component of the Associate in Applied Science in Nursing Regents External Degree	70
Sample Status Report	76
Regents External Degree Committee on Associate in Applied Science in Nursing	80
The Bachelor of Arts Regents External Degree	80

PART II — THE NEW YORK COLLEGE PROFICIENCY EXAMINATION PROGRAM

The New York College Proficiency Examinations	82
The Examinations	83
Use of the Examinations	85

PART III — THE NEW YORK COLLEGE PROFICIENCY EXAMINATIONS AND THE REGENTS EXTERNAL DEGREE EXAMINATIONS

General Information	88
Application Procedure	88
Credit Granted for College Proficiency Examinations and Regents External Degree Examinations	90
Grading Policies	91
Examination Format	92

	PAGE
Use of the Examinations	92
Policies on Credit For College Proficiency Examinations and Regents External Degree Examinations	92
New York State Teacher Certification	94
New York City Teacher Licensure	95
Salary Credit for Professional Educators	95
New York State Civil Service	95
Out-of-State Colleges, Departments of Education, and Institu- tions	96
Methods of Preparation	97
Examination Content Descriptions	97
College Proficiency Examination and Regents External Degree Examination Study Aids	98
Candidate Counseling – Regents Degree Counselors	98
Libraries	99
Other Learning Resources	99

PART IV – EXAMINATION CONTENT DESCRIPTIONS

Arts and Sciences	102
African and Afro-American History	103
American History	107
American Literature	109
Applied Music	114
Biology	117
Earth Science	124
European History	126
Freshman English	132
Shakespeare	136
Business	138
Accounting (Level I)	139
Finance (Level I)	140
Management of Human Resources (Level I)	141
Marketing (Level I)	143
Operations Management (Level I)	144
Accounting (Level II)	145
Finance (Level II)	146
Management of Human Resources (Level II)	148
Marketing (Level II)	149
Operations Management (Level II)	150
Business Environment and Strategy	151

	PAGE
Education	153
Educational Psychology	154
History of American Education	155
Philosophy of Education	157
Reading Instruction in the Elementary School	159
Professional Preparation (Foreign Languages)	164
Foreign Languages — French, German, Italian, Russian, Spanish	165
Health Education Sciences	171
Health Education Sciences I: Personal Health — Physical Aspects .	173
Health Education Sciences II: Personal Health — Emotional- Social Aspects	176
Health Education Sciences III: Public — Environmental Health...	178
Nursing Sciences	180
Fundamentals of Nursing	181
Maternal and Child Nursing, Associate Degree Level	182
Maternal and Child Nursing, Baccalaureate Level	184
Medical — Surgical Nursing	185
Psychiatric — Mental Health Nursing	186
Associate in Applied Science in Nursing Regents External Degree Examinations	189
Nursing Health Care	190
Commonalities in Nursing Care — Area I	191
Commonalities in Nursing Care — Area II	192
Occupational Strategy (Nursing)	193
Alphabetical Listing of Examinations	195
 New York State Colleges, Universities and Nursing Programs Which Participate in the College Proficiency Examination Program	196
 Other Independent Study Programs	203
Members of the Staff, Regents External Degree Program — College Proficiency Examination Program	209
Order Form for College Proficiency Examination and Regents Ex- ternal Degree Examination Study Guides	211

FOREWORD

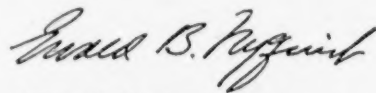
The University of the State of New York was established in 1784. Almost 200 years later, in September of 1972, the University held its historic first commencement. Associate in arts degrees were conferred upon the first candidates to complete successfully the Regents External Degree requirements developed with the substantial assistance of representative faculty members of New York State public and private institutions of higher education. Enrollment has now opened for two additional degree programs, the bachelor of science in business administration and the associate in applied science in nursing, and development has begun on a bachelor of arts degree that will be available by mid-1974.

For the first time in this Nation's history, Regents External Degrees make it possible for an individual to earn a college degree without the constraints of time or locale, and without necessarily attending college. He need only demonstrate college-level competency in a Regents External Degree Program. Credit is granted for a variety of educational experiences — from military training, to proficiency examinations, to traditional college course work.

The New York College Proficiency Examinations have promoted educational opportunity for the last decade. Since 1963, colleges have granted over 40,000 credits for College Proficiency Examinations and thousands more have been applied toward school teacher certification requirements. The program is helping to meet the educational needs of society by qualifying competent teachers in health education, bilingual education, and reading instruction. CPE's have also done much in recent years to expand educational opportunity for professionals in the critical field of nursing.

Through Regents External Degrees and College Proficiency Examinations, we are tapping the educational resources of New York State to meet the needs of nontraditional students, of older people, and of all those who have learned something on their own, with or without attendance in a formal classroom. We solicit the advice and support of the educational

community and the citizens of the State, in the interest of employing our educational institutions as effectively as possible and broadening opportunity for all.

A handwritten signature in dark ink, reading "Ewald B. Nyquist". The signature is written in a cursive style with a large, stylized initial "E".

EWALD B. NYQUIST
President of The University
of the State of New York
and Commissioner of Education

THE UNIVERSITY OF THE STATE OF NEW YORK

The University of the State of New York, established by the New York State Legislature in 1784, is the oldest state educational agency in the United States. Presided over by the Board of Regents and administered by the Commissioner of Education who serves as its president, The University of the State of New York includes all public and private colleges and universities, elementary and secondary schools, libraries, museums, historical societies, and other educational agencies in the State. The University offers no instructional programs on its own behalf, and has no faculty, students, or campus of its own; yet students of every age and all educators are integral parts of the University, and the entire State is its campus. The most unified and comprehensive educational system in America, The University of the State of New York is designed to marshal the vast resources of the State and use them wisely and economically to enlarge and improve educational, professional, and cultural opportunities.

The Board of Regents of The University of the State of New York determines the State's educational policies, establishes standards for maintaining quality in the schools, incorporates colleges and universities, approves and supervises academic programs leading to college degrees, licenses and establishes standards for most professions, and confers diplomas and degrees. Because of its extensive experience in the evaluation of colleges and their curriculums, the Board of Regents is recognized as an official accrediting agency by the United States Office of Education. The Regents have a central role in education in New York State and under their supervision and leadership major steps have been taken to expand post-secondary educational opportunity. In a society which increasingly demands academic credentials as proof of competency, the Regents recognize that methods must be developed to acknowledge the accomplishments of those who have acquired college level knowledge and skills by means other than traditional classroom study.

In 1961, the Regents established the New York College Proficiency Examination Program to provide a means for people to earn college credit for knowledge gained without formal academic preparation. In establishing the Regents External Degree Program in 1970, the Board of Regents

expanded this concept to provide a means for the nontraditional student who cannot or chooses not to attend college, to demonstrate his knowledge and abilities and earn a college degree. The Board of Regents is authorized to grant degrees in its own name, but in the past has limited itself to the conferral of honorary doctorates and academic degrees earned by students at private colleges possessing temporary charters. Now, with the advent of the Regents External Degree, the Board of Regents of The University of the State of New York is conferring academic degrees on its own behalf. Through both the Regents External Degree Program and the College Proficiency Examination Program recognition is offered to knowledgeable men and women and new meaning is being given to The University of the State of New York in the area of higher education.

PART I
THE UNIVERSITY OF THE
STATE OF NEW YORK
REGENTS EXTERNAL DEGREES

**ADVISORY BOARD of The
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REGENTS EXTERNAL DEGREES**

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John Ferguson, *The Open University, England*
Edwin Kerr, *Council for National Academic Awards, England*
P. F. Vowles, *University of London, England*

Introduction

In September 1970, Ewald B. Nyquist proposed the idea of the Regents External Degree at his inauguration as President of The University of the State of New York and Commissioner of Education. The Board of Regents endorsed the proposal and created the Regents External Degree Program to enable independent students with college level knowledge to earn a degree without attending college. This expanded educational opportunity marks a new departure for the Regents and the University.

The Regents External Degree is a truly "external" degree; it is awarded by a university which evaluates a student it has not directly taught. The University of the State of New York has no campus, resident faculty, or students in the traditional sense. It publishes its requirements and awards a degree to anyone who can meet them. There are no requirements of admission, residence, or age and the methods of preparation are not prescribed. Degree requirements can be satisfied in several ways. No classroom attendance is required and no instruction is provided.

In an effort to increase the options for external degree students without increasing costs, New York works in cooperation with Thomas A. Edison College, established by the New Jersey Department of Higher Education, in the development of new proficiency examinations and external degree programs.

Building upon the principles and experiences of the College Proficiency Examination Program, outstanding faculty and administrators from New York State's public and private higher institutions and business and civic leaders work with testing specialists to establish Regents External Degree requirements, to determine how these requirements can be met, and where necessary to develop examinations which can be used to satisfy degree requirements. Generous support has been received from the Carnegie Corporation, the Ford Foundation, and the Kellogg Foundation to develop Regents External Degrees. Since 1971 enrollment has been opened in programs leading to associate in arts, associate in applied science in nursing, and bachelor of science in business administration Regents External Degrees. In the spring of 1973, development of a bachelor of arts degree program with majors in many liberal arts areas was begun; it should be available by mid-1974.

Many types of educational activities are encouraged and may be used to satisfy degree requirements. Among these are college courses taken at

1

accredited institutions either on campus or through correspondence, proficiency examinations, study under the auspices of the United States Armed Forces Institute and military service schools, and Special Assessment of college level knowledge gained through experience. Oral, written, and performance Special Assessment examinations will be used by the Regents External Degree Program to assess on-the-job experience and literary, artistic, or musical skills, as well as other academic areas where existing proficiency tests are not appropriate.

Candidates for Regents External Degrees are reviewed by the faculty committee which oversees the degree program in which they are enrolled; those who have met the requirements are recommended to the Board of Regents for conferral of the degree by The University of the State of New York.

In this catalog, information on Regents External Degrees is divided into two categories: (1) General Information and (2) Degree Programs. The General Information section contains those items of information which apply to all Regents External Degree programs of study. Included are statements on enrollment procedures, fees, and the grading system; testing agencies, collegiate institutions, and military programs through which credit may be earned for a Regents External Degree are also noted. In addition, a step-by-step outline of how to proceed through a degree program is provided.

The Degree Programs section contains a detailed description of each of the available Regents External Degrees. The requirements for each degree, and the specific means of satisfying the requirements, are included. While the General Information section describes the different methods through which Regents External Degree credit can be earned, the Degree Programs section contains listings of individual courses and examinations which can be applied toward satisfying the requirements for each degree.

The information contained in the General Information section should be reviewed along with the material related to the degree program(s) which is of particular interest. Candidates should use this information as a guide to understanding the Regents External Degree concept, and as a reference for purposes of completing a Regents External Degree program of study.

GENERAL INFORMATION

ENROLLMENT PROCEDURES

To become enrolled in a Regents External Degree Program, an official enrollment form must be completed and forwarded directly to the Regents External Degree Program. A *nonrefundable* fee of \$50 must accompany the enrollment form. The enrollment form may be obtained from the Regents External Degree Program.

Anyone can enroll in a Regents External Degree Program since there are no age, residence, or educational requirements for enrollment. Individuals who live in New York State, outside of New York State, or in countries other than the United States are welcome to participate. In some cases, out-of-State residents may find it necessary to come to New York to meet certain examination requirements. A high school diploma, high school equivalency diploma, or college entrance examination is not required.

A candidate may study and meet degree requirements at his own pace. There are no time requirements for completing a Regents External Degree Program.

A student is officially enrolled in the Regents External Degree Program as soon as he receives a letter acknowledging receipt of his correctly completed enrollment form and \$50 fee. Enrolling in the program entitles the candidate to an evaluation of official transcripts from accredited colleges and universities, testing agencies, and/or military programs that he wishes to present for credit towards a Regents External Degree for a period of 1 year. To be eligible for evaluation of transcripts, score reports, and other materials beyond the first year of enrollment, a candidate must pay an annual records maintenance fee of \$25.

Candidates are advised *not* to forward transcripts for evaluation until officially enrolled in the program.

APPROACHES TO EARNING CREDIT

The completion of any or all of the following will be considered for credit toward earning a Regents External Degree:

1. college courses from regionally accredited institutions of higher learning, taken either on campus or through correspondence,

2. proficiency examinations,
3. military service school courses,
4. special assessment of knowledge gained from experience, independent study, or other nontraditional approaches to education.

The degree requirements for the associate in arts program and the general education component of the business and nursing programs can be satisfied by utilizing one or more of the above stated methods of earning credit. Although the business and nursing components must normally be satisfied by successfully completing the specially designed Regents External Degree Examinations, college transcript credit will be considered where appropriate (see "Degree Programs" section of this catalog). If an examination has been discontinued by a recognized program, grade results will still be considered for Regents External Degree credit if transcripts are available.

It is important for degree candidates to guard against *duplication of credit*. For example, the College-Level Examination Program General Examination in English is equivalent to the United States Armed Forces Institute General Education Development, College-Level Examination in Expression. Either of these examinations would be equivalent to a semester of freshman English in most colleges. The completion of more than one examination or college course in a particular subject matter area is considered duplication of credit, and only one test or course will be counted for credit toward a Regents External Degree. An enrolled candidate may seek advice from the Regents External Degree Program registrar on matters of credit duplication.

1. COLLEGE COURSES

Official transcripts from any regionally accredited college or university (including institutions with "candidate" and "correspondent" status with a regional accrediting association) will be evaluated, and acceptable credit will be applied toward the credit requirements of the various degree programs. Transcripts will also be accepted from those higher institutions operating in New York State which are chartered by the Board of Regents but not accredited by the Middle States Association of Colleges and Secondary Schools, the regional accrediting body whose jurisdiction includes New York.

All transcripts from accredited institutions will be accepted for evaluation without regard to the number of institutions attended by the candidate. Only those grades or courses that the candidate wishes to apply toward his degree will be recorded in his file.

All transcripts must come directly from the issuing institution to be considered for credit. Unofficial or student copy transcripts are *not* accepted. College course transcripts may not be submitted by military education officers but must come directly from the institution where the work was completed.

Only those college-level correspondence courses which are offered for credit by a regionally accredited institution and appear on its transcript will be considered for credit.

2. PROFICIENCY EXAMINATIONS

New York College Proficiency Examination Program (CPEP)

The College Proficiency Examination Program (CPEP), administered by the New York State Education Department, enables individuals to obtain college credit by means of examination, without formal classroom preparation. Examinations in the arts, the sciences, and education are offered four times a year across New York State. A full description of this program is contained in Part II of this catalog, "The College Proficiency Examination Program."

Credit may be earned toward the associate in arts degree program and the general education component of the business and nursing degree programs by successfully completing College Proficiency Examinations (CPE's). The degree requirements and the College Proficiency Examination descriptions provided in this catalog should be consulted for purposes of identifying appropriate examinations, as well as the amount of credit awarded.

CPE results are reported as a letter grade (A,B,C,D,F), as pass/fail, or as a standard score depending on the examination. To qualify for credit toward a Regents External Degree, a letter grade of D or better, a pass grade, or the minimum passing standard score must be achieved.

Individuals interested in taking College Proficiency Examinations will find content descriptions of the 26 examinations offered in Part IV, the "Examination Content Descriptions" section of this catalog. Information on application forms, fees, study aids, and other administrative matters may be found in Part III of this catalog, "College Proficiency Examinations and Regents External Degree Examinations." Those enrolled in a Regents External Degree Program who have completed an examination(s) and want it evaluated for satisfying Regents External Degree requirements, should request the College Proficiency Examination Program to forward an official transcript to the Regents External Degree Program.

New York College Proficiency Examination Program
New York State Education Department
99 Washington Avenue
Albany, New York 12210

Regents External Degree Examinations

Regents External Degree Examinations are offered in the fields of business, nursing, and modern foreign languages.* Regents External Degree Examinations are based on college-level knowledge and are developed by outstanding faculty members of colleges and universities in New York State and New Jersey. Each Regents External Degree Examination corresponds to a particular stage in a candidate's academic preparation, and not necessarily to the subject matter of a specific course in a college curriculum. Regents External Degree Examinations are primarily designed to satisfy Regents External Degree requirements but they may also be used for regular college credit. (It is not necessary to be enrolled in a Regents External Degree Program to take a Regents External Degree Examination.) The degree requirements and methods of satisfying degree requirements, provided later in Part I, should be consulted to identify available examinations as well as the amount of credit awarded. Fee information is provided under "Costs," also later in this section. Regents External Degree Examinations are graded by standard score or pass/fail. Descriptions of Regents External Degree Examinations are provided in Part IV of the catalog. Information on applications, fees, study aids, and other administrative matters may be found in Part III of this catalog, "College Proficiency Examinations and Regents External Examinations." Those enrolled in the Regents External Degree Program who wish to have their examination results evaluated for satisfying degree requirements should have an official transcript forwarded to the Regents External Degree registrar. Examination applications and transcript request forms may be obtained from the Regents External Degree office.

Regents External Degree Program
The University of the State of New York
99 Washington Avenue
Albany, New York 12210

* The Regents External Degree Program administers and scores the Modern Language Association's Foreign Language Proficiency Tests for Teachers and Advanced Students. Examinations are offered in French, German, Italian, Russian, and Spanish.

College-Level Examination Program (CLEP)

The College-Level Examination Program (CLEP) is a testing program of the College Entrance Examination Board. CLEP tests are offered across the Nation and at military installations around the world. CLEP offers two types of examinations: the General Examinations and Subject Examinations.

General Examinations. The CLEP General Examinations provide a comprehensive measure of achievement in five basic areas of liberal arts. Each examination assesses the extent to which the examinee has mastered general knowledge in the area.

Credit may be earned toward the associate in arts degree program and the general education component of the business and nursing degree programs by successfully completing any or all of the General Examinations. The examination title, minimum acceptable scores, and the number of semester hours allowed for each of the available examinations are listed below.

COLLEGE-LEVEL EXAMINATION PROGRAM (GENERAL EXAMINATIONS)

Examination Title	Minimum Acceptable Total Score	Semester Hours Allowed
English	427	3
Humanities	422	6
Mathematics	424*	6
Natural Sciences	422	6
Social Sciences-History	422	6

Subject Examinations. The CLEP Subject Examinations are achievement tests for widely offered undergraduate college courses and are similar in content and scope to many New York College Proficiency Examinations. They stress understanding, ability to perceive relationships, and the grasp of principles, concepts, and factual materials in the respective courses. Some cover material studied in a typical full year course, while others are limited to material studied in a one-semester course. At present, 34 CLEP Subject Examinations are available in such fields as data processing, business law, economics, geology, human growth and development, statistics, and trigonometry.

* The cut-off score for CLEP's General Examination in mathematics taken prior to February 1973 is 412.

Although all CLEP Subject Examinations presently offered can be used to satisfy associate in arts degree requirements, only certain examinations can be applied to the business and nursing programs. Specific examinations that will satisfy degree requirements are listed under the appropriate program in the "Degree Programs" section of this catalog. A candidate must achieve a minimum standard score of 45 on a CLEP Subject Examination to receive credit toward a Regents External Degree.

Individuals interested in taking a CLEP General Examination and/or Subject Examination can obtain information concerning registration forms, fees, and test locations directly from CLEP. Those who have completed an examination(s) and desire to have it evaluated for satisfying Regents External Degree requirements, should request CLEP to forward an official transcript to the registrar, Regents External Degree Program. For further information write directly to:

College-Level Examination Program
P.O. Box 1821
Princeton, New Jersey 08540

The CLEP General and Subject Examinations are administered to military personnel on active duty in the Armed Forces of the United States without charge, through the United States Armed Forces Institute (USAFI). For further information service personnel should contact the nearest base education center of test section, or write to:

Director
United States Armed Forces Institute
Madison, Wisconsin 53713

College Entrance Examination Board Advanced Placement Examinations

The College Entrance Examination Board Advanced Placement Examinations are designed to enable students to pursue college-level studies while still in secondary school. They are specifically intended to stimulate secondary school students and teachers to higher achievement and to help eliminate the needless duplication of these studies later at college. Examinations in 13 different areas are available, such as biology, English composition, American history, and Latin.

Credit may be earned toward the associate in arts degree program and the general education component of the business and nursing programs by successfully completing any of the Advanced Placement Examinations. (Specific examinations that will satisfy degree requirements are listed later under "Degree Programs.")

All Advanced Placement Examinations are graded on a five-point scale in which a score of 1 is low and 5 is high. To be considered for credit toward a Regents External Degree, a minimum score of 3 must be achieved.

Application procedures for those who are interested in taking Advanced Placement Examinations, as well as transcript request procedures for those who have completed an Advanced Placement Examination and would like to have the results forwarded to the Regents External Degree Program, can be obtained by writing to:

College Board Advanced Placement Examinations
P.O. Box 977 F&P
Princeton, New Jersey 08540

United States Armed Forces Institute (USAFI)

The United States Armed Forces Institute (USAFI) is a U.S. Department of Defense organization dedicated to providing an opportunity for personnel on active duty with the Armed Forces of the United States to continue their education.

In addition to a variety of educational programs, USAFI offers a testing program through which college credit may be earned. The General Education Development College-Level Examinations, Subject Standardized Tests, End-of-Course Tests, and Subject Examinations administered by USAFI can be utilized to fulfill the associate in arts degree program requirements and certain business and nursing degree requirements. To qualify for credit toward a Regents External Degree, the following minimum scores must be achieved on USAFI examinations:

General Education Development – College-Level Examinations

Examination Title	Minimum Acceptable Standard Score
Expression	55
Literary Materials	57
Natural Sciences	61
Social Sciences	60
Subject Standardized Tests	
A rating of 20	
End-of-Course Tests	
A rating of either satisfactory (S) or with distinction (D)	
Subject Examinations	
A rating of satisfactory (S)	

The CLEP General and Subject Examinations described earlier in this section are also administered by USAFI.

All service personnel on active duty as well as veterans undergoing treatment in Veteran Administration hospitals are eligible to take any available USAFI administered test. Application procedures for those interested in taking an examination, as well as transcript request procedures for those who have completed an examination and would like to have the results forwarded to the Regents External Degree Program, can be obtained from the nearest base education center or test section, or by writing:

Director
United States Armed Forces Institute
Madison, Wisconsin 53713

3. MILITARY SERVICE SCHOOL COURSES

In addition to the USAFI examination programs described above, there is general agreement among college and university personnel that students should be granted credit and advanced standing for their educational achievements acquired through military service, when such credit is appropriate to the fulfillment of degree requirements. The Commission on Accreditation of Service Experiences (CASE), established by the American Council on Education, evaluates military educational programs and provides recommendations in terms of academic credit. The Commission evaluates all service training programs which are

- a. given on a full-time basis of not less than 3 weeks duration with a minimum of 30 clock hours of class instruction per week;
- b. less than 3 weeks in length but contain a minimum of 90 clock hours of class instruction;
- c. listed in the formal school catalogs of the Armed Services.

Credit may be earned toward degree programs by completing a formal service school course which contains college-level work and has been evaluated by CASE. The Regents External Degree Program follows the credit recommendations established by CASE when evaluating service school courses for purposes of granting credit toward a degree. Credit recommendations for courses taught between 1946 and March 1954 are listed in the manual entitled "A Guide to the Evaluation of Educational Experiences in the Armed Services" (George P. Tuttle and Cornelius P. Turner, editors, published by the American Council on Education, 1954). For those courses taught between March 1954 and March 1968, credit recommendations are listed in the second edition of the manual which

was published in 1968 with Cornelius P. Turner as the editor. Both volumes are available in most public and military libraries, and in the offices of educational officers and veteran administration departments.

Resident language courses completed at the Defense Language Institute will be awarded credit as recommended by CASE upon receipt of an official transcript from the branch at which the courses were completed.

The Commission provides a continuing advisory service to assist colleges and universities in the evaluation of educational experiences of military personnel. Credit recommendations can be obtained by *college officials only* directly from the Commission for those courses taught since March 1968.

Commission on Accreditation of Service Experiences
of the American Council on Education
One Dupont Circle
Washington, D.C. 20036

Those making application for credit for their service school training must submit official notification that they have successfully completed the course(s) to the Regents External Degree Program. Official records for such use follow:

For Veterans Discharged Prior to 1950

Air Force and Army – Separation Qualification Record or transcript of inservice training from the General Services Administration, National Personnel Records Center (Military Personnel Records), 9700 Page Boulevard, St. Louis, Missouri 63132

Navy and Coast Guard – Notice of Separation from the United States Naval Services (commissioned or warrant officers of the Navy may submit instead the Officer's Qualification Record Jacket or a certified copy thereof) or a transcript of inservice training from the General Services Administration, National Personnel Records Center (Military Personnel Records), 9700 Page Boulevard, St. Louis, Missouri 63132

Marine Corps – USMC Report of Separation or a transcript of inservice training from the Commandant of the Marine Corps (Code DGK), Headquarters United States Marine Corps, Washington, D.C. 20308

For Veterans Separated After January 1, 1950

DD FORM 214 – Armed Forces of the United States Report of Transfer or Discharge – or a transcript of inservice training from the appropriate service as listed above.

For Service Personnel on Active Duty

DD Form 295 – Application for the Evaluation of Educational Experiences During Military Service which should be completed and forwarded by the base education center.

4. SPECIAL ASSESSMENT

In cases where proficiency examinations are not appropriate, an enrolled degree candidate may elect to take a Special Assessment examination(s). Special Assessment may take one of several forms, including oral, written, and performance examinations, and the evaluation of portfolios of artistic or literary accomplishments. Evaluations of college-level knowledge will be conducted in many subject matter areas.

Individuals may apply credit earned through Special Assessment toward all requirements for the Associate in Arts Regents External Degree, and the general education component of the bachelor of science in business administration degree and associate in applied science in nursing degree, provided all distribution and academic requirements are satisfied. Special Assessment will not apply to the business component of the BSBA degree or the nursing component of the associate in applied science in nursing degree since examinations will be offered to assess college-level knowledge in business and nursing areas. The amount of credit that may be granted in a Special Assessment will vary according to the learning experience being evaluated. The cost will also vary, depending upon the type of evaluation requested, but candidates should expect to pay approximately \$200-\$250 for each Special Assessment. Further information on Special Assessment is available from the Regents External Degree Program.

COSTS

I. Administrative Fees for All Degree Programs

Enrollment Fee	\$50
Annual Records Maintenance Fee	\$25
Graduation Fee	\$10

The Annual Records Fee has been established to defray the costs of maintaining a candidate's file beyond the first year of enrollment. The student who chooses to meet degree requirements over a period of several years will be assessed this fee annually to help cover the maintenance of

the candidate's academic record, the issuance of periodic Status Reports and transcripts, and postage costs. The records fee will be assessed on every April 1, using the previous October 1 as the determination date. Candidates who enrolled after October 1, will not be assessed a records fee until a year after the following April 1.

No other fees are charged directly by the Regents External Degree Program. However, individuals who decide to complete degree requirements by using proficiency examinations must assume the additional cost of the examinations. These fees are paid directly to the agency administering the test at the time a candidate registers for a specific examination. Fees vary from examination to examination, and agency to agency, therefore the candidate should directly contact the agencies mentioned earlier in this section for specific cost details. Those who decide to complete degree requirements through college courses must assume those costs also. Total cost of a degree program will vary depending on the amount of work to be completed and the means employed (examination, regular college courses, etc.). Fees for the Regents External Degree Examinations are listed below.

II. Regents External Degree Examinations in Business

Level I Examinations (each examination)	\$25
Level II Examinations (each examination)	\$50
Level III Examinations (under development)	fee not yet established
Business Environment and Strategy	\$50

III. Regents External Degree Examinations in Nursing

Nursing Health Care	\$25
Commonalities in Nursing Care Area I	\$25
Commonalities in Nursing Care Area II	\$25
Differences in Nursing Care Area I	\$25
Differences in Nursing Care Area II	\$25
Differences in Nursing Care Area III	\$25
Occupational Strategy	\$25
Performance (under development)	fee not yet established

Financial Assistance

1. VA Benefits — The Regents External Degree Program has been approved by the United States Veterans Administration. Information on obtaining veterans benefits through the Regents External Degree Program is available from the Regents External Degree office. Questions on eligibility should be referred to local Veterans Administration offices.

2. Educational Opportunity Program (EOP) and Higher Education Opportunity Program (HEOP) – The enrollment fee will be waived for applicants who qualify as educationally or economically disadvantaged according to the EOP or HEOP guidelines. The External Degree Program will accept the testimony of educational agencies such as higher education institutions, cooperative college centers, and urban centers that an applicant is qualified to receive a waiver.
3. Residents of New York State Correctional Facilities – The enrollment fee and annual records fee will be waived for applicants who reside in a New York State correctional facility upon receipt of a written request by the facility's education supervisor or superintendent. In addition, examination fees are reduced by both the College Proficiency Examination Program and the Regents External Degree Program.

GRADING SYSTEM

The grading system for each Regents External Degree Program of study is explained in the "Degree Programs" section following.

STATUS REPORT PROCEDURES

When an enrolled degree candidate successfully completes a course or proficiency examination that he would like applied for credit toward his degree program, he should request the appropriate institution or testing agency to forward an official transcript to the registrar of the Regents External Degree Program. Each time official transcripts are received by the registrar they will be evaluated and the degree candidate will receive a Status Report. The Status Report will indicate the candidate's progress in meeting degree requirements.

TRANSCRIPT REQUEST PROCEDURES

Official University of the State of New York transcripts will remain permanently on file in the registrar's office for those individuals who have earned credit toward a Regents External Degree. Individuals may request official copies to be forwarded to institutions, or request student copies, by completing a Transcript Request Form. This form can be obtained from the registrar of the Regents External Degree office. There is no fee for this service.

PROGRAM COMPLETION PROCEDURES

Candidates interested in completing a Regents External Degree Program should follow the procedures listed below:

Step I – Review Degree Requirements

The candidate should carefully review the information provided on the degree program that interests him. This will enable the candidate to familiarize himself with the amount and type of academic work required.

Step II – Self-Evaluation

Once the candidate has reviewed the degree requirements, he may wish to evaluate any previously earned academic work. For example, if he has taken college courses in the area of liberal arts, he should attempt to classify them according to subject matter areas of humanities, social sciences, or electives on the basis of the guidelines presented in the degree requirements. Comparison of course content may also be made with the Regents External Degree and College Proficiency Examination descriptions of comparable subject matter areas. This self-evaluation will help the candidate to estimate the extent to which he has satisfied certain degree requirements and the amount of work he has to complete to qualify for a degree.

Step III – Enrollment

If, after reviewing the requirements and evaluating any previously completed work, the candidate believes a Regents External Degree Program meets his needs, he should enroll. Enrollment procedures are found earlier in this section of this catalog.

Step IV – Documentation

If the candidate has completed college courses at an accredited institution(s) and wishes to have them evaluated, he should request the registrar at the college(s) he attended to forward an official copy of his transcript to the Regents External Degree Program.

If the candidate has completed proficiency examinations administered by recognized testing agencies listed under "Approaches to Earning Credit" and would like to have his scores evaluated, he should request the testing agency to forward an official copy of his grade report to the Regents External Degree Program. Military personnel who have completed examinations through the United States Armed Forces Institute (USAFI) should request their official transcript from USAFI (see "Approaches to Earning Credit" for addresses).

If the candidate has completed military service school courses and would like to have them evaluated, he should have official records verifying completion forwarded to the Regents External Degree Program (see "Approaches to Earning Credit" for procedures).

Step V – Status Reports

Official copies of an enrolled degree candidate's academic work will be evaluated as soon as possible after they have been received by the Regents External Degree office. After each evaluation is conducted, a Status Report will be sent to the candidate listing the acceptable courses and/or proficiency examinations which have been recognized as satisfying the specific requirements of the degree program. Sample Status Reports are provided for each program of study under "Degree Programs."

Step VI – Earning Additional Credit

If the candidate is completing academic work to finish his degree, he should consult all of the information provided in this catalog concerning his degree program to determine the amount and type of work needed to complete all requirements.

Prior to registering for individual examinations and/or courses, the candidate should consult the requirements of his degree program in order that they may be properly completed. If the candidate is enrolled and has received a Status Report he should compare its results with the degree requirements to determine the area(s) in which he needs additional credit. It is important that the candidate be certain that the course or examination for which he is registering can be used to satisfy the requirement he wishes to complete. Enrolled degree candidates may request assistance with regard to course or examination selection from the registrar of the Regents External Degree Program.

Step VII – Updated Status Reports

As soon as the candidate completes a course or proficiency examination that he would like to have evaluated in terms of his degree program, he should request the appropriate institution or testing agency to forward an official transcript to the registrar of the Regents External Degree Program. Each time an official transcript is submitted, the candidate will receive an updated Status Report. A candidate may take as much time as he feels is necessary to complete his degree program.

Step VIII – Graduation

When the candidate has satisfied all requirements and has been approved by the appropriate Regents External Degree Faculty Committee, he will be recommended to the Board of Regents of The University of the State of New York for conferral of the degree.

DEGREE PROGRAMS

THE ASSOCIATE IN ARTS REGENTS EXTERNAL DEGREE

The associate in arts Regents External Degree is awarded by The University of the State of New York to all those who meet the requirements. The Regents External Degree offers a flexible approach to academic accomplishment; there are no prerequisites such as age, residence, or previous education experience required for enrollment. There is no established order in which requirements must be met and there are no time constraints in earning a degree. Candidates who wish to transfer to a 4-year college program after completing the Associate in Arts Regents External Degree, should consult the school(s) of their choice to determine its entrance requirements. The registrar of the Regents External Degree office will advise and assist candidates in meeting these transfer requirements.

DEGREE REQUIREMENTS

Candidates must complete *all* of the following requirements:

Minimum Number of Semester Hours — Candidates for the associate in arts degree must earn a minimum of 60 semester hours.

Distribution Requirement — Of the 60 semester hours required for the associate in arts degree, a minimum of 48 semester hours must be distributed among (1) humanities, (2) social sciences (which includes history), and (3) natural sciences/mathematics. A minimum of 9 semester hours must be earned in any one of the three areas of study, with a minimum of 12 semester hours in each of the remaining two areas. The additional 15 hours needed to satisfy the total 48 semester hour requirement can be distributed among the three areas or earned in only one of the three areas of the distribution requirement. Of the total 60 semester hours, 12 semester hours are considered free electives and may be earned in any field(s) of collegiate study, in addition to, and including, the (1) humanities, (2) social sciences, and (3) natural sciences/mathematics.

Minimum Academic Average – A grading system, in which A=4.0, B=3.0, C=2.0, D=1.0, and F=0.0 is employed for the Associate in Arts Regents External Degree. The letter grades of all college courses and/or proficiency examinations which qualify for credit toward a Regents External Degree are converted to this system for purposes of computing grade point averages. F's and other failing grades are not acceptable, nor are they used when computing the grade point average. A minimum of 2.0 cumulative grade point average is required for graduation from any Regents External Degree Program. Courses and examinations reported on a Pass-Fail system are not included in the cumulative grade point average. Examination standard score grades are recorded on a Pass-Fail basis on all Regents External Degree transcripts.

Computation of Grade Point Average – The Regents External Degree Program's grade point average is based on a four-point scale. To compute a grade point average:

- a) Compute the quality points earned for each course by multiplying the number of credit hours* associated with the course by the numerical equivalent of the grade earned in the course. Numerical equivalents are: A=4, B=3, C=2, D=1, F=0. (i.e., the numerical equivalent of the alphabetic grade A is 4.)
- b) Compute the total number of credit hours attempted by summing the credit hours associated with all courses attempted.
- c) Compute the total number of quality points earned by summing the quality points earned for all courses attempted.
- d) Compute the grade point average by dividing the total number of quality points earned by the total number of credit hours attempted.

EXAMPLE:

Grade received	Numerical equivalent of grade	Credit hours of course	Quality points
B	3	4	12
A	4	3	12
C	2	3	6
D	1	2	2
		12	32

Grade point average $32 \div 12 = 2.66$

* Credit hours earned at colleges on a quarter year must be multiplied by 2/3.

METHODS OF SATISFYING DEGREE REQUIREMENTS

The associate in arts degree requirements can be satisfied by using:

1. Military service school courses
2. Special Assessment of knowledge gained from experience
3. College courses from regionally accredited institutions
4. Proficiency examinations

Candidates may meet associate in arts degree requirements by any one, or a combination, of the above methods as long as proper distribution and grade point average requirements are satisfied. Information is provided in this section on the types of individual courses and proficiency examinations which can be used to satisfy the distribution requirements of the associate in arts degree. Those courses and examinations which can be used as elective credit are also identified. For specific information on registering for an examination or course, minimum acceptable scores, and procedures for submitting transcripts to the Regents External Degree Program from colleges and testing agencies, consult the "Approaches to Earning Credit" section of this catalog. The Regents External Degree Program does not sponsor or endorse any instructional programs or courses of study.

1. *Military Service School Courses*

Credit may be earned toward the associate in arts degree by completing military service school courses which contain college-level work and which have been evaluated by the Commission on Accreditation of Service Experiences (CASE) of the American Council on Education. The recommendations provided by CASE will be used to determine the amount of academic credit to be granted toward the associate in arts degree, and to classify the courses according to the three areas of the distribution requirement, or as elective credit. For a description of how to initiate evaluation procedures of military service school courses see the "Approaches to Earning Credit" section of this catalog.

2. *Special Assessment*

Special Assessment can be used as a means of earning credit toward an associate in arts degree. The amount and type of credit allowed will depend on the type of college-level life experience presented for validation. A complete description of Special Assessment is provided in the "Approaches to Earning Credit" section of this catalog.

3. College Courses

Transcripts Only official transcripts from regionally accredited colleges and universities will be evaluated by the Regents External Degree registrar. All transcripts from accredited institutions will be accepted for evaluation without regard to the number of institutions attended by the candidate or the date of attendance.

Grading Policies There is no time limit on completion of a course for it to be considered for credit. Only those grades and courses that the candidate desires to apply toward his degree will be evaluated in terms of satisfying grade point average and distribution requirements. Only those courses in which a grade of D or better was achieved can be used for purposes of satisfying degree requirements. However, grades of D must be balanced by better grade results in order to achieve the necessary 2.0, or C average for graduation. Those courses that can be classified as satisfying the distribution requirement in (1) humanities, (2) social sciences, or (3) natural sciences/mathematics, will be recorded in the appropriate category. If a particular course cannot be identified as being related to one of these areas, it will be evaluated as elective credit. The amount of credit allowed for individual courses is determined by the amount of credit allowed by the institution at which the courses were completed.

Courses may satisfy the *humanities* requirement if they can be identified as being related to a field of study such as art, music, drama, theatre, philosophy, classics, language, English, or literature. Courses may satisfy the *social sciences* requirement if they are related to such areas as anthropology, economics, history, political science, psychology, or sociology. Courses may satisfy the *natural sciences/mathematics* requirement if they are related to such fields as biology, chemistry, calculus, statistics, or geology. Courses in other areas such as management, engineering, nursing, and college-level vocational and technical subjects can be used as free electives. Physical education activities courses *cannot* be counted for credit.

The types of courses that can be classified in the subject matter area of (1) humanities, (2) social sciences, (3) natural sciences/mathematics, and (4) electives, are provided below. *This is a sample list which does not contain all courses that can qualify for credit in a particular area.*

**SAMPLE LIST OF REGULAR COLLEGE COURSES
CLASSIFIED ACCORDING TO SUBJECT MATTER AREA**

Humanities

English Composition
American Literature
Elementary Latin
History of Art
Studio Art
Theatre
Music Appreciation
Intermediate French
Religion
Philosophy

Social Sciences

Economic Geography
Introduction to Anthropology
Economics
Sociology
Psychology
American Government
Western Civilization
Cultural Geography
Educational Psychology

Natural Sciences/Mathematics

College Chemistry
General Physics
Astronomy
Basic Mathematics
College Mathematics
Introduction to Statistics
Physical Geography

Electives

Building Construction
Introduction to Accounting
Introduction to Business
Administration
Electronics
Fundamentals of Nursing
Techniques of Teaching
Secretarial Science
Health Education
Mental Hygiene
Reading Instruction

4. *Recognized Proficiency Examinations*

Transcripts Only official transcripts from recognized testing agencies will be evaluated and acceptable credit applied toward satisfying the requirements for the associate in arts degree. It does not matter when a candidate takes an examination or how long it takes him to complete the requirements for the associate in arts degree. Discontinued examinations will be evaluated for credit as long as official transcripts are available.

Grading Policies The examinations submitted by a candidate will be evaluated in terms of satisfying grade point average and distribution requirements. Information on grades is available under the testing agencies descriptions in the "Approaches to Earning Credit" section of this catalog. Those examinations that can be

classified as satisfying the distribution requirement in (1) humanities, (2) social sciences, or (3) natural sciences/mathematics, will be recorded in the appropriate category. If a particular examination cannot be identified as being related to one of these areas, it will be evaluated as elective credit. A list of available examinations that may be utilized for completing associate in arts degree requirements follows.

It is important to note that the College-Level Examination Program General Examinations in English, Humanities, Natural Sciences, and Social Sciences-History are equivalent to the USAFI GED-College-Level Examinations in Expression, Literary Materials, Natural Sciences, and Social Studies, respectively. The completion of both types of examinations in a particular subject matter is considered duplication of credit, and only one test will be counted for credit toward a Regents External Degree. In the case of English Composition a maximum of 6 credit hours will be awarded regardless of the number of examinations and/or courses completed.

**APPROVED EXAMINATIONS FOR FULFILLING THE ASSOCIATE IN
ARTS REGENTS EXTERNAL DEGREE REQUIREMENTS**

CPE = College Proficiency Examination Program
 CLEP = College-Level Examination Program
 REDP = Regents External Degree Program
 AP = Advanced Placement (College Board) Examinations
 United States Armed Forces Institute

PREPARED BY	AREA AND TITLE	CREDI.
	Humanities	
CPE, CLEP	American Literature	6
CLEP	Analysis and Interpretation of Literature	6
CPE	Applied Music (Two Levels)	2-4
AP	Art	6
AP	Classics	6
AP	English	6
CLEP	English Composition	6
CLEP	English Composition-General	3
CLEP	English Literature	6
REDP	French	24
AP	French	6
CPE	Freshman English	6
REDP	German	24
AP	German	6
CLEP	Humanities-General	6
REDP	Italian	24
AP	Music	6
CPE	Philosophy of Education	6
REDP	Russian	24
CPE	Shakespeare	4
REDP	Spanish	24
AP	Spanish	6
	Social Sciences — History	
CPE	African and Afro-American History	6
CLEP	Afro-American History	3
CLEP	American Government	3
CPE, CLEP, AP	American History	6
CPE	Educational Psychology	3-6
CLEP	Educational Psychology	3
CPE, AP	European History	6

PREPARED BY	AREA AND TITLE	CREDITS
	Social Sciences – History (Continued)	
CLEP	General Psychology	3
CLEP	Human Growth and Development	3
CLEP	Introductory Economics	6
CLEP	Introductory Sociology	6
CLEP	Social Sciences/History – General	6
CLEP	Western Civilization	6
	Mathematics and Natural Sciences	
CPE, CLEP, AP	Biology	6
AP	Chemistry	6
CLEP	College Algebra	3
CLEP	College Algebra – Trigonometry	3
CPE	Earth Science	6
CLEP	General Chemistry	6
CLEP	Geology	6
CLEP	Introductory Calculus	6
CLEP	Mathematics – General	6
AP	Mathematics	6
CLEP	Microbiology	3
CLEP	Natural Sciences – General	6
AP	Physics	6
CLEP	Statistics	3
CLEP	Trigonometry	3
	Electives	
CLEP	Accounting (Introductory)	6
CLEP	Clinical Chemistry	6
CPE	Communications and Education	2
CLEP	Computer Programming, Elementary: Fortran IV	3
CLEP	Computers and Data Processing	3
CPE	Fundamentals of Nursing	10
CPE	Health I: Personal Health – Physical Aspects	12
CPE	Health II: Personal Health – Emotional Social Aspects	12
CPE	Health III: Public Environmental Health	12
CLEP	Hematology	6
CPE, CLEP	History of American Education	3

PREPARED BY	AREA AND TITLE	CREDITS
	Electives (Continued)	
CLEP	Immunohematology and Blood Banking	6
CLEP	Introduction to Business Management	3
CLEP	Introductory Business Law	3
CLEP	Introductory Marketing	3
CPE	Maternal and Child Nursing (Associate Level)	6
CPE	Maternal and Child Nursing (Baccalaureate Level)	12
CPE	Medical-Surgical Nursing	12
CLEP	Money and Banking	3
CPE	Psychiatric – Mental Health Nursing	6
CPE	Reading Instruction in the Elementary School	6
CLEP	Tests and Measurements	3

United States Armed Forces Institute (USAFI) Examinations

GED = GED College Level Examinations

SS = Subject Standardized Tests

TYPE	AREA AND TITLE	CREDITS
	Humanities	
GED	Expression	3
GED	Literary Materials	6
SS	SB 400 English Composition I	3
SS	SB 401 English Composition II	3
SS	SA 404 Survey of English Literature I	3
SS	SA 405 Survey of English Literature II	3
SS	SA 415 Speech I	2
SS	SA 416 Speech II	2
SS	SA 575 Beginning Latin I	3
SS	SA 576 Beginning Latin II	3
SS	SA 577 Beginning French I	3
SS	SA 578 Beginning French II	3
SS	SA 579 Beginning German I	3
SS	SA 580 Beginning German II	3
SS	SA 581 Beginning Russian I	3
SS	SA 582 Beginning Russian II	3
SS	SA 583 Beginning Spanish I	3
SS	SA 584 Beginning Spanish II	3

TYPE	AREA AND TITLE		CREDITS
	Humanities (Continued)		
SS	SA	585 Beginning Italian I	3
SS	SA	586 Beginning Italian II	3
	Social Sciences – History		
GED	Social Studies		6
SS	SA/SB	453 Principles of Economics I	3
SS	SA/SB	454 Principles of Economics II	3
SS	SA	455 History of the United States I	3
SS	SA	456 History of the United States II	3
SS	SA	457 History of Civilization I	3
SS	SA	458 History of Civilization II	3
SS	SA	459 Modern European History I	3
SS	SB	460 European History II (since 1914)	*
SS	SA	460 Modern European History II	3
SS	SA	462 History of the American Negro	3
SS	SA	463 Russian History I	3
SS	SA	464 Russian History II	3
SS	SA	465 Latin American History I	3
SS	SA	466 Latin American History II	3
SS	SA	467 History of Modern East Asia	3
SS	SA	468 History of Southeast Asia	3
SS	SA	469 History of the Middle East	3
SS	SA	471 History of Africa	*
SS	SA	472 Problems of Contemporary Latin America	3
SS	SA	475 American Government I	3
SS	SA	476 American Government II	3
SS	SA	479 International Relations	3
SS	SA	481 Modern European Governments	3
SS	SA	482 Modern Asian Governments	2
SS	SA	485 General Psychology	3
SS	SA	488 Psychology of Personality and Adjustment	3
SS	SA	491 Educational Psychology	*
SS	SA	494 General Anthropology	3
SS	SA	495 Introductory Sociology	3
SS	SA	496 Sociology II (Social Problems)	3
SS	SA	498 Criminology	3
SS	SB	498 Criminology	3
SS	SA	522 College Geography II (Cultural)	3

* Pending review by the American Council on Education.

TYPE	AREA AND TITLE	CREDITS
	Mathematics/Natural Sciences	
GED	Natural Sciences	6
SS	SA 424 Intermediate College Algebra	3
SS	SA 425 College Algebra	3
SS	SB 425 College Algebra (Modern)	3
SS	SA 430 Analytic Geometry	3
SS	SA/SB 433 Basic Statistics	3
SS	SA 435 Plane Trigonometry	2
SS	SA 440 Calculus I	4
SS	SA 441 Calculus II	4
SS	SA 442 Analytic Geometry and Calculus I	4
SS	SA 443 Analytic Geometry and Calculus II	4
SS	SA 444 Analytic Geometry and Calculus III	4
SS	SA 445 Differential Equations	3
SS	SA 446 Linear Algebra	3
SS	SA/SB 500 Astronomy	3
SS	SA/SB 503 College Biology I	3
SS	SA/SB 504 College Biology II	3
SS	SA 505 General Geophysics	3
SS	SA 510 Oceanography	3
SS	SA 512 Survey of Physical Science I	3
SS	SA 513 Survey of Physical Science II	3
SS	SA 514 College Chemistry I	3
SS	SA 515 College Chemistry II	3
SS	SA/SB 517 College Physics I	3
SS	SA/SB 518 College Physics II	3
SS	SA 519 Geology I	3
SS	SA 520 Geology II	3
SS	SA 521 College Geography I (Physical)	3
SS	SA 523 Elements of Geography	3
	Electives	
SS	SA 497 Introduction to Law Enforcement	3
SS	SA 507 Hygiene (Healthful Living)	3
SS	SA 525 Principles of Accounting I	3
SS	SA 526 Principles of Accounting II	3
SS	SA 527 Intermediate Accounting	6
SS	SA/SB 533 Business Law I	3
SS	SA 534 Business Law II	3
SS	SA 535 Introduction to Data Processing	2

TYPE	AREA AND TITLE		CREDITS
	Electives (Continued)		
SS	SA	539 Principles of Management	3
SS	SA	543 Introduction to Business	2
SS	SB	543 Introduction to Business	3
SS	SA	544 Personnel Management	3
SS	SA	545 Office Management	3
SS	SA	546 Risk and Insurance	3
SS	SA	547 Introduction to Real Estate	3
SS	SA	548 Money and Banking	*
SS	SA	549 Marketing	3
SS	SA	560 Introduction to Education	3
SS	SA	568 Introduction to Forestry	*
SS	SA	700 General Aeronautics	3
SS	SA	710 Jet Aircraft Engines	2
SS	SA	756 Introduction to Carpentry	*
SS	SA	769 Introduction to Mechanical Drawing I	3
SS	SA	770 Introduction to Mechanical Drawing II	3
SS	SA	788 Introduction to Electronics I	3
SS	SA	789 Introduction to Electronics II	3
SS	SA	794 Introduction to Diesel Engines I	3
SS	SA	795 Introduction to Diesel Engines II	3
SS	SA	810 Technical Mathematics I	3
SS	SA	811 Technical Mathematics II	3
SS	SA	885 Fundamentals of Radio	3
SS	SA	887 Intermediate Radio	3
SS	SA	890 Radio Servicing	4
SS	SA	891 Television Servicing	4
SS	SA	893 Introduction to Television I	3
SS	SA	894 Introduction to Television II	3
SS	SA	936 Introduction to Refrigeration	3
SS	SA	960 Introduction to Quality Control	3

Appropriate End-of-Course Tests and Subject Examinations administered by USAFI can be used to satisfy the requirements of the associate in arts degree. Since the titles of these examinations are similar to the titles of the Subject Standardized Examinations, one should use the list of Subject Standardized Examinations presented earlier as a guide in classifying the End-of-Course and Subject Examinations in the subject matter areas of humanities, social sciences, mathematics/natural sciences, and electives. Credit is allowed for these examinations in accordance

* Pending review by the American Council on Education.

with the recommendations established by the American Council on Education. Credit recommendations for End-of-Course Tests are provided in the bulletin "Opportunities for Educational and Vocational Advancement," fourth edition. The Subject Examination credit recommendations are listed in the second edition of the same bulletin. Both bulletins can be obtained from the Commission on Accreditation of Service Experiences (CASE).

Commission on Accreditation of Service Experiences
of the American Council on Education
One Dupont Circle
Washington, D.C. 20036

MEDICAL LABORATORY TECHNICIAN CERTIFICATE

The Associate in Arts Regents External Degree may be used to meet the 2-year educational requirement for the Medical Laboratory Technician's (ASCP) examination. However, although the Regents External Degree Program does not require its candidates to complete courses in biology and chemistry, candidates who wish to qualify for the Medical Laboratory Technician's examination must complete a one-semester college course or proficiency examination in both biology and chemistry.

Additional information concerning the Medical Laboratory Technician's (ASCP) examination may be obtained by writing to:

National Committee for Careers in the Medical Laboratory
9650 Rockville Pike
Bethesda, Maryland 20014

SAMPLE STATUS REPORT

Associate in Arts Regents External Degree

This sample Status Report has been prepared for an individual who submitted transcripts for evaluation from three testing agencies (New York College Proficiency Examination Program, College-Level Examination Program, United States Armed Forces Institute), one college (University of M.), and one military service school. The amount of credit allowed for each course and examination is listed under the requirement it fulfills. For example, the six semester hours for the New York College Proficiency Examination "American Literature" are classified under the humanities area of the distribution requirement. The college-level content of the military service school, Hospital Corpsman, Class A, has been evaluated by the Commission on Accreditation of Service Experiences as being equal to 3 semester hours in elementary anatomy and physiology and 2 semester hours in hygiene (Turner, Cornelius P., ed., "A Guide to the Evaluation of Educational Experiences in the Armed Services." American Council on Education, 1968, p. 323). Courses that do not qualify or courses that are not needed, are not listed on the Status Report.

The total number of hours earned in each area of the distribution requirement, as well as those of the elective area, are recorded on the Status Report. Adding the totals of the three areas of the distribution requirement, determines that the candidate has completed a total 32 semester hours toward the 48 semester hour distribution requirement. This means that he must complete an additional 16 semester hours to satisfy the total 48 semester hour distribution requirement.

It is important to realize that according to the degree requirements, the 48 semester hours of the distribution requirement must be distributed as follows: a minimum of 9 semester hours must be earned in any of the three areas of study (1) humanities, (2) social sciences including history, and (3) natural sciences/mathematics, with a minimum of 12 semester hours in each of the remaining two areas. The sample Status Report indicates that 12 semester hours have been earned in two areas of study (humanities and natural sciences/mathematics). However, only six semester hours have been earned in the social sciences area. As a result, a minimum of three semester hours, of the additional 16 semester hours the candidate must complete in order to satisfy the total 48-hour distribution requirement, must be earned in the social sciences area. The remaining 13 semester hours can be earned in any one of the three areas of the distribution requirement or they may be distributed among the three areas.

Since the candidate has also earned 8 hours of elective credit, after he has completed the 48 semester hours of the distribution requirement, he will have a total of 56 semester hours. He needs a total of 60 semester hours to complete the program, so he must complete an additional four semester hours. These four semester hours can be earned in any area since he is allowed 12 semester hours of elective credit.

When the candidate has completed additional work toward completing the degree requirements he should have the grade results officially reported to the registrar of the Regents External Degree Program. At that time another Status Report will be issued to the candidate to inform him of his progress.

REGENTS EXTERNAL DEGREE STATUS REPORT*
ASSOCIATE IN ARTS

Name _____ Social Security No. _____

Address _____

Eval. Date	Date Completed	Title	Grade@	Credit Distribution			
				Hum.	Soc. Sci.	Math N. Sci.	Elec.
	1971	NY COLLEGE PROFICIENCY EXAMINATIONS					
		American Literature	A	6			
		European History	B		6		
	1970	COLLEGE-LEVEL EXAMINATION PROGRAM (GENERAL EXAMINATIONS)					
		Humanities	Pass	6			
	1969-70	UNIVERSITY OF M.					
		General Biology I	C			4	
		General Chemistry I	C			4	
		Modern Mathematics	B			3	
		Introduction to Accounting	C				3
	1967	MILITARY SERVICE SCHOOL COURSES					
		Hospital Corpsman, Class A	Pass				
		Elementary Anatomy & Physiology				3	
		Hygiene					2
	1967	USAFI SUBJECT STANDARDIZED TESTS					
		Introduction to Business	Pass				3

* NOT VALID AS AN OFFICIAL TRANSCRIPT	Totals: Evaluation No. 1	12	6	14	8
@Numerical, P, and S grades are not included in the grade point average	Totals: Evaluation No. ....	.....	.....	.....	.....
	Totals: Evaluation No. ....	.....	.....	.....	.....
	Totals: Evaluation No. ....	.....	.....	.....	.....

Grade Point Average

Evaluation No. 1			Evaluation No.		Evaluation No.		Evaluation No.	
6	A	24	—	A	—	A	—	—
9	B	27	—	B	—	B	—	—
11	C	22	—	C	—	C	—	—
0	D	0	—	D	—	D	—	—
26		73	—		—		—	—
Sem. Hrs. Earned	Quality Points		Sem. Hrs. Earned	Quality Points	Sem. Hrs. Earned	Quality Points	Sem. Hrs. Earned	Quality Points
Grade Pt. Ave. 2.80			Grade Pt. Ave. _____		Grade Pt. Ave. _____		Grade Pt. Ave. _____	

Total Hrs: 40

Evaluator _____

REGENTS EXTERNAL DEGREE COMMITTEE ON ASSOCIATE IN ARTS

Milton G. Bassin, *York College*
Peter Blomerly, *Tompkins-Cortland Community College*
George W. Brush, *Academy of Aeronautics*
Robert A. Chapman, *Corning Community College*
Mattie Cook, *Malcolm-King; Harlem College Extension*
Donald A. Eldridge, formerly of *Bennett College*
Leon M. Goldstein, *Kingsborough Community College*
Richard F. Grego, *Sullivan County Community College*
Robert R. Gwydir, *Nassau Community College*
Robert J. Kopecek, *State University College at Utica*
Charles W. Laffin, Jr., *State University of New York Agricultural & Technical College at Farmingdale*
Robert W. Leonard, *Brookdale Community College (New Jersey)*
Kenneth Mackay, *Union County Coordinating Agency for Higher Education (New Jersey)*
Robert J. Markes, *Ulster County Community College*
James E. McVean, *Jefferson Community College*
James Miller, *Cooperative College Center at Hempstead*
Aaron W. Warner, *Columbia University*
Norvin T. Whitmore, *Erie Community College*

For additional information on the Associate in Arts
Regents External Degree, write:

Regents External Degree Program
The University of the State of New York
99 Washington Avenue
Albany, New York 12210

THE BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION REGENTS EXTERNAL DEGREE

The Bachelor of Science in Business Administration Regents External Degree has two components: general education and business. There are no prerequisites for enrollment or for taking any of the examinations which may be used to satisfy the requirements of either component. There is no fixed order in which the degree requirements must be met. The bachelor of science in business administration (BSBA) degree will be awarded by the Regents of The University of the State of New York to candidates who have satisfied the requirements of each component, upon the recommendation of the Faculty Committee for the Bachelor of Science in Business Administration Degree. The Regents External Degree Program does not sponsor or endorse any instructional programs or courses of study.

Grading

The bachelor of science in business administration program is not based on a credit hour system. Candidates may satisfy the requirements by submitting examination results, or official transcripts of college courses. Although only courses or examinations which carry grades of C or P (Pass) can qualify toward satisfying a business component requirement, courses or examinations with grades of D can be used toward the general education component. However, before a candidate can qualify for graduation, an overall C average must be obtained. Thus, if a semester course with a grade of D was accepted toward the general education component, at least one course or examination with a grade of B or above must also have been accepted.

The General Education Component

The objective of the general education component is to insure that degree recipients have basic, college-level competence in the humanities and the social sciences. Although not required, knowledge in the natural sciences and mathematics can be used to satisfy part of the requirements of this component. Candidates should guard against duplicating subject matter covered in various courses and examinations. The Regents External Degree registrar will answer candidates' questions on possible duplication. For the general education component only there is no time limit on course or examination completion, as long as official transcripts are available. Only those courses or examinations in which a grade of D or better was achieved can be used to satisfy a re-

quirement. A minimum overall average of C is required for completion of the bachelor of science in business administration degree. The general education requirements can be satisfied in any one of the following ways:

1. Possession of a Previously Earned Degree

The requirements of the general education component can be satisfied by submitting verification that an associate in arts degree or a baccalaureate degree was completed at an accredited institution of higher education. Other associate degrees (associate in science, associate in applied science, etc.) may or may not satisfy the requirements of the general education component, and must be evaluated individually (see number 2, College Courses, below).

2. College Courses

The number and type of courses needed to satisfy the requirements of the general education component are as follows:

A. A minimum of 10 one-semester courses in liberal arts.

If the courses were completed on a quarter or trimester system a minimum of 15 courses is required.

B. The required courses must be distributed in the following manner:

1. A minimum of two one-semester courses (three quarter or trimester courses) in the area of humanities (e.g. literature, English, language, fine arts).

2. A minimum of two one-semester courses (three quarter or trimester courses) in the area of social sciences (e.g. sociology, history, psychology).

3. The remaining six one-semester courses (nine quarter or trimester courses) in any liberal arts area (nonbusiness related) including humanities and social sciences (e.g. biology, chemistry, anthropology, music).

C. The following courses *cannot* be counted toward satisfying the requirements of the general education component:

1. Business-related liberal arts courses which duplicate a requirement of the business component (e.g. principles of economics, statistics, calculus),

2. All business courses,

3. All technical or vocational courses.

Only official transcripts from regionally accredited colleges and universities will be evaluated, and acceptable courses applied toward satisfying the requirements of the general education component. All tran-

scripts from accredited institutions will be accepted for evaluation without regard to the number of institutions attended by the candidate.

For specific information regarding procedures for submitting transcripts to the Regents External Degree Program, consult the "Approaches to Earning Credit" section of this catalog.

3. *Recognized Proficiency Examinations*

The requirements of the general education component can be satisfied by obtaining satisfactory scores on five approved proficiency examinations. These examinations must be distributed as follows:

- 1) at least one examination must be classified as being humanities,
- 2) at least one examination must be classified as being social sciences, and
- 3) the remaining three examinations can be from any of the non-business related liberal arts areas including humanities and social sciences (e.g. history, science, art, music).

The following proficiency examinations cannot be counted toward satisfying the requirements of the general education component:

- A. Business-related liberal arts examinations which duplicate a requirement of the business component (e.g. principles of economics, algebra, calculus, statistics),
- B. All business examinations,
- C. All technical or vocational examinations.

A list of the available proficiency examinations which are approved for satisfying the requirements of the general education component of the bachelor of science in business administration degree may be found at the end of this section. Further information on the examination programs (College-Level Examination Program, United States Armed Forces Institute, College Proficiency Examination Program, Regents External Degree Program) may be found in Part I, "Approaches to Earning Credit." Discontinued examinations are not listed but can be submitted for evaluation purposes if an official transcript is available.

4. *Military Service School Courses*

Those courses which contain college-level work and have been evaluated by the Commission on Accreditation of Service Experiences (CASE) of the American Council on Education may be used. The CASE credit recommendation will be used to determine the number and type of courses required to satisfy all requirements (see "Approaches to Earning Credit" for further details).

5. *Special Assessment*

Special Assessment can be used as a means of satisfying the requirements of the general education component. The amount and type of credit allowed will vary from individual to individual, and will depend on the college-level experience presented for validation. *Special Assessment may not be used to satisfy the requirements of the business component.* A complete description of Special Assessment is given in the "Approaches to Earning Credit" section of this catalog.

6. *Combination of Approaches*

Combinations of the above approaches which satisfy the distribution requirement of the general education component can be used. For instance, two one-semester college courses are equivalent to an approved proficiency examination. For assistance in determining an appropriate combination of approaches, an enrolled candidate may seek the assistance of the registrar of the Regents External Degree Program.

The Business Component

The objective of the business component of the Bachelor of Science in Business Administration Regents External Degree is to insure that degree recipients possess knowledge and skills comparable to those of graduates from collegiate programs leading to a baccalaureate degree in business. The candidate must demonstrate knowledge in five academic areas: accounting, finance, management of human resources, marketing, and operations management. Regents External Degree Examinations have been developed to measure three levels of achievement in each of these areas. Descriptions of the Regents External Degree Examinations currently available are found in the "Examination Content Descriptions" section of this catalog. An examination in another area of competence – entitled Business Environment and Strategy – is also required in this component.

The content of each Regents External Degree Examination in the five academic areas corresponds to a particular stage in a candidate's academic preparation *and not to the subject matter of a specific course in a college curriculum.* A general description of the academic preparation required at each level follows:

Level I achievement requires an introductory knowledge of the facts, terminology, principles, and concepts of each of the five areas (accounting, finance, management of human resources, marketing, and operations management). The subject matter corresponds to the introductory course(s) in a college curriculum for each discipline. In the area of ac-

counting, a candidate must demonstrate knowledge of business law as well as accounting. This is the only Level I area of study that is not totally satisfied by the Regents External Degree Examination. In addition to passing the Regents External Degree Examination in Accounting, a candidate must also demonstrate competency in business law. (This may be done by passing the Introduction to Business Law Examination administered by the College-Level Examination Program, or SA/SB 533 Business Law I Examination administered by the United States Armed Forces Institute, or by completing an approved one-semester course in introduction to business law.

Level II achievement requires a more comprehensive and detailed knowledge of each discipline, and the subject matter corresponds to the intermediate sequence of courses in a traditional college curriculum.

Level III achievement not only requires a comprehensive understanding of facts, principles, and procedures but also the interrelationships among them and the ability to apply this knowledge to problems and situations similar to those encountered in the business world.

Business environment and strategy requires all candidates to possess an awareness of the constraints under which managers function, the considerations involved in the formulation of corporate policy, and the implications of policy decisions.

Requirements of the Business Component

The requirements for the business component are

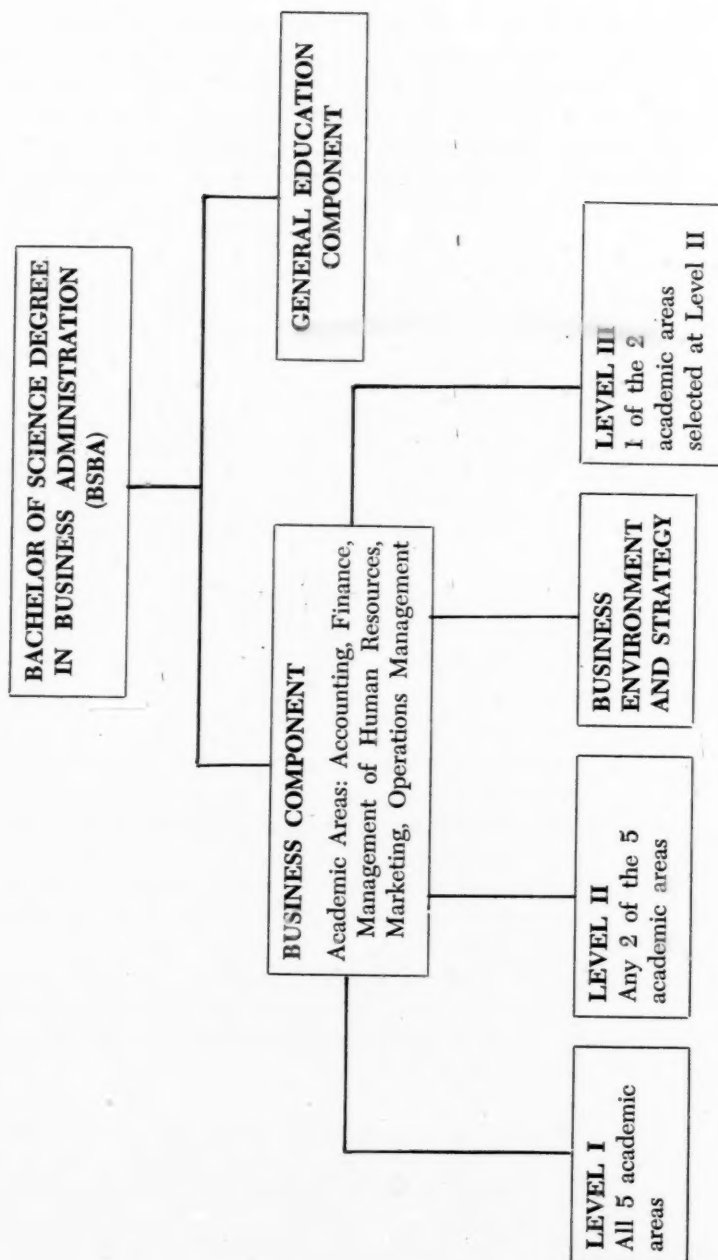
- 1) Demonstrate achievement at Level I in all five academic areas -- accounting, finance, management of human resources, marketing, and operations management.
- 2) Demonstrate achievement at Level II in *two* of those five areas.
- 3) Demonstrate achievement at Level III in *one* of the two areas selected at Level II.
- 4) Demonstrate competence in the area of business environment and strategy.

See Table I for a visual diagram of the requirements of the business component.

Table I

REGENTS EXTERNAL DEGREE PROGRAM IN BUSINESS

DEGREE REQUIREMENTS



Satisfying the Requirements of the Business Component

There is no fixed order in which the requirements of the business component must be met, and each candidate is free to choose the approach best suited to his interests and level of preparation. The requirements of the business component can be satisfied by the Regents External Degree Examinations in business. Certain of these examinations may be waived by submitting transcript credit from regionally accredited institutions of higher learning, approved testing agencies, or military service school courses as outlined below.

Special Assessment has been designed to verify college-level knowledge when appropriate proficiency examinations are not available. Since specially designed examinations for the business component have been developed, Special Assessment cannot be used to satisfy business component requirements. Instead, individuals will be required to complete the Regents External Degree Examinations or submit transcript credit of college courses, military courses, or proficiency examinations in order to satisfy the business component requirements.

The requirements at each level may be satisfied in the following manner:

The Level I requirements must be satisfied for accounting, finance, management of human resources, marketing, and operations management. For each area, this can be accomplished in one of the following ways:

- (1) Pass each of the Level I Regents External Degree Examinations in the areas,* OR
- (2) Obtain a *waiver* for the Level I Regents External Degree Examination in an area by
 - (a) passing the Level II or the Level III Regents External Degree Examination in the specific area, or
 - (b) having college transcript credit, approved proficiency examination, or military service school courses certified as meeting the requirement.

The Level II requirement must be satisfied in two of the five Level I areas, and this can be accomplished in one of the following ways:

- (1) Pass Level II Regents External Degree Examinations in the two chosen areas, OR

* To completely satisfy Level I in accounting, one must complete the Regents External Degree Examination in Accounting and the Introduction to Business Law Examination administered by the College-Level Examination Program, or SA/SB 533 Business Law I Examination administered by the United States Armed Forces Institute, or by completing an approved one-semester course in introduction to business law. This is the only Level I area requirement that is not totally satisfied through its Level I Regents External Degree Examination.

- (2) Obtain a waiver for the Level II Regents External Degree Examination in an area by
 - (a) passing the Level III Regents External Degree Examination in that area, or
 - (b) having transcript credit, approved proficiency examinations, or military service school courses certified as meeting the requirement.

The Level III Regents External Degree Examination is a *required test* that must be passed by all candidates in one of the two areas they selected at Level II.

The business environment and strategy requirement must be satisfied in one of the following ways:

- (1) Pass the Regents External Degree Examinations in this area, OR
- (2) Obtain a waiver of this Regents External Degree Examination by having transcript credit, approved proficiency examinations, or military service school courses certified as meeting the requirement.

REQUESTING WAIVER OF REGENTS EXTERNAL DEGREE BUSINESS EXAMINATIONS

Under certain conditions, transcripts containing regular college courses, approved proficiency examinations, and military service school courses can be submitted for purposes of requesting a waiver of a Regents External Degree business examination. The candidate should carefully review the following information on the types of courses and/or proficiency examinations that can be used to waive business component examinations. *Any academic work submitted for waiver must have been accomplished within 10 years of the date of enrollment in the Regents External Degree Program, must cover all the topics included on the examination developed to measure achievement in that area, and must carry a grade of C or better from an accredited institution, an approved testing or military service school program.*

Military Service School Courses — The requirements of the business component can be met by successfully completing military service school courses which contain appropriate business-related college-level work and which have been evaluated by the Commission on Accreditation of Service Experiences (CASE) of the American Council on Education. The recommendations provided by CASE in terms of the amount of college-level work contained in a particular course(s) will be utilized to determine

the number of service school courses required to satisfy a business component requirement. The recommendations will also be used for purposes of classifying the courses according to the subject matter areas of the business component.

College Courses — The following guidelines are provided to assist the candidate in determining the types of courses which can be submitted for purposes of requesting waiver of a Regents External Degree business examination. It is important to note that *a Regents External Degree business examination will be waived only if the completed courses cover all the topics included on the examination developed to measure achievement in that area.* Since the content for a specific course can vary from college to college, a blanket statement concerning the waiving of an examination for a course with a particular title cannot be made. Instead, an examination will be waived only after an evaluation of the description of a course(s) is made, and the business degree Faculty Evaluation Committee is certain that all topics have been covered. Candidates interested in fulfilling a business component requirement by taking a business course in a college should make sure that the topics covered in the course correspond to the appropriate Regents External Degree examination description (see Part IV "Examination Content Descriptions" of this catalog).

The following "Guidelines for Waiving Regents External Degree Business Examinations" provide a breakdown only in terms of semester or year courses. Quarter or trimester courses will be evaluated, like all semester courses, in terms of the amount and type of material covered. The exact number of quarter or trimester courses which must be completed to waive a requirement will depend upon the amount and type of material covered.

The student is responsible for obtaining official descriptions from the institution and submitting them to the Regents External Degree registrar. Candidates should not expect to receive results of their evaluation until 6 to 7 weeks after the Regents External Degree Program has received the official description to be evaluated.

Only those courses for which a grade of C or better was earned at an accredited institution within the last 10 years from the date of enrollment in the Bachelor of Science in Business Administration Regents External Degree Program will be evaluated for purposes of waiving a business examination.

Proficiency Examinations — The proficiency examinations which have been approved for meeting a business component requirement are also included in the guidelines. After the title of each examination is the abbreviated name of the testing agency through which it is administered. (CLEP indicates the College-Level Examination Program; USAFI indi-

cates the United States Armed Forces Institute.) To meet a business component requirement, the approved examinations must have been completed within 10 years prior to enrolling in the Bachelor of Science in Business Administration Regents External Degree Program.

Specific information regarding how to register for a particular examination, minimum acceptable scores, and procedures for submitting transcripts to the Regents External Degree Program from testing agencies, can be obtained by consulting the "Approaches to Earning Credit" section of this catalog. Additional information regarding college courses is also provided in that section.

Guidelines for Waiving Regents External Degree Business Examinations

IMPORTANT: A business component requirement will be met only if the completed college courses cover all the topics included on the examination developed to measure achievement in that area. A blanket statement concerning the waiving of a Regents External Degree business examination with a particular title *cannot* be made. The course and examination titles listed below are provided only as examples. It *cannot* be assumed that all courses with such titles will satisfy a business component requirement. Candidates should also remember that college courses must have been completed with a grade of C or better within 10 years of enrollment in the Regents External Degree business program. There is *no waiver* of the Level III examination.

I. Accounting

A. Level I: The completion of the following:

1. Two one-semester courses in introduction to accounting, OR
Introductory Accounting Examination (CLEP), OR
SA 525-6 Principles of Accounting I and II Examinations (USAFI), OR
Accounting (CPE offered prior to 1973).
- and 2. One-semester course in introduction to business law, OR
Introductory Business Law Examination (CLEP), OR
SA/SB 533 Business Law I Examination (USAFI).

B. Level II: The completion of the following:

1. Two one-semester courses in accounting theory (appropriate courses are intermediate accounting I, intermediate accounting II, advanced accounting), OR
SA 527 Intermediate Accounting (USAFI).
- and 2. One-semester course in cost accounting.

II. Finance

A. Level I: The completion of one of the following two options:

1. Option No. I

a. One-semester course in basic corporation finance.

and b. One-semester course in principles of microeconomics, OR
Introductory Economics Examination (CLEP), OR
SA/SB 453 Principles of Economics I Examination (USAFI).

and c. One-semester course in money and banking, OR
Money and Banking Examination (CLEP), OR
SA 548 Money and Banking Examination (USAFI).

2. Option No. II

a. One-semester course in basic corporation finance.

and b. Two one-semester courses in principles of economics,
with at least one course in principles of microeconomics,*
OR
Introductory Economics Examination (CLEP), OR
SA/SB 453-4 Principles of Economics I and II Examinations (USAFI).

B. Level II: The completion of the following:

1. One-semester course in corporation finance. This must be in addition to the basic corporation finance course required to partially satisfy the Level I requirement. A course in advanced corporation finance, corporation finance policy, or an approach to corporation finance would be appropriate.

and 2. One-semester course in investment management, investing, or securities analysis. It must be an analytic rather than a descriptive course. It *cannot* be a personal finance course.

and 3. One-semester course in financial institutions and markets. Appropriate courses are financial institutions, capital markets, management of financial institutions, management of financial assets, banking policy.

III. Marketing

A. Level I: The completion of the following:

1. One-semester course in introduction to marketing, principles of marketing, or basic marketing. (Courses in salesmanship or advertising are *not* appropriate and will not be

* Economics courses cannot be descriptive or survey courses, consumer economics courses, or comparative economics systems courses. They must involve an analysis of the principles of economics.

counted toward satisfying the requirement.) OR
SA 549 Marketing Examination (USAFI)*.

B. Level II: The completion of the following:

1. One-semester course in marketing research.
- and 2. One-semester course in advertising.
- and 3. One-semester course in retailing, wholesaling, logistics, distribution, or channels

(Courses in salesmanship or sales management are *not* appropriate for purposes of satisfying this requirement.)

IV. Operations Management

A. Level I: The completion of the following:

1. One-semester course in operations management or production management. (Courses in principles of management, organization of management, organizational management, or behavior of management are *not* appropriate.)
- and 2. One- or two-semester courses in statistics. Both descriptive as well as inferential statistics topics such as distributions, probability, and regression must be covered, OR Statistics Examination (CLEP), OR SA/SB 433 Basic Statistics Examination (USAFI).
- and 3. One- or two-semester courses in mathematics for management, quantitation analysis, linear algebra, or calculus. Course content must cover *linear algebra and calculus*.

OR

One examination from *each* of the following two groups:

Group I

College Algebra (CLEP)
College Algebra and Trigonometry (CLEP)
SA424 Intermediate College Algebra (USAFI)
SA425 College Algebra (USAFI)
SB425 College Algebra (USAFI)
SA446 Linear Algebra (USAFI)

Group II

Introductory Calculus (CLEP)
SA440 Calculus I (USAFI)
SA441 Calculus II (USAFI)
SA442 Analytic Geometry I & Calculus I (USAFI)
SA443 Analytic Geometry & Calculus II (USAFI)
SA444 Analytic Geometry & Calculus III (USAFI)
SA445 Differential Equations (USAFI)
Advanced Placement Mathematics (College Entrance Examination Board)

* The examination in Introductory Marketing administered by CLEP *cannot* be used to satisfy any of the marketing requirements of the Regents External Degree in business.

B. Level II: The completion of three one-semester courses beyond the Level I requirement with at least one from each of the following two groups:

1. *Application* Course Titles: production system design, inventory management, logistics*, facilities planning and control, inventory control, operations management II, advanced production management, materials management, production planning and control, introduction to math programming, operations planning and control.

and 2. *Methodological* Course Titles: simulation, queuing, advanced statistical procedures**, operations research, operations analysis, systems analysis, advanced probability theory, Markov analysis, stochastic processes, econometrics, network theory, control theory, quality control, forecasting techniques.

V. Management of Human Resources

A. Level I

1. The completion of any two of the following semester courses (or the equivalent of 6 semester hours): organization and man, fundamentals of management, principles of management, business organization, organizational behavior, human relations, behavioral sciences in management, supervision, organization of management, organization theory, OR
the completion of the examination Introduction to Business Management (CLEP)*** or SA 539 Principles of Management (USAFI) and SA 544 Personnel Management (USAFI). (Courses with such titles as introduction to business, business administration, or conceptual foundations of business will be counted only if they can be equated to a type of course stated above. A course in personnel management will be counted only if it involved a study of human relations and is *not* a description of personnel functions.)

* Logistics can count for both marketing and operations management Level II requirements.

** Advanced Statistical Procedures must cover topics related to statistical decision-making such as sequential analysis, Bayesian analysis, and contingency tables.

*** The Introduction to Business Management (CLEP) examination is equivalent to a one-semester course. Thus, an additional course or the SA 544 Personnel Management (USAFI) examination must be completed to totally waive the Level I Regents External Degree Examination.

B. Level II

1. The completion of any three of the following courses (or equivalent of 9 semester hours) beyond the Level I requirement: manpower planning, management behavior, industrial psychology, collective bargaining, organization theory, group behavior, interpersonal behavior, personnel administration, industrial relations, organization behavior, management and its environment, group dynamics.

(Note: Courses of a functional nature with such titles as sales management, marketing management, transportation are *not* appropriate for purposes of satisfying this requirement.)

VI. *Business Environment and Strategy* – Completion of the following:

1. One upper-level semester course which covers business policy.
- and 2. A minimum of one additional course which covers:
 - a. Business-government relations, and
 - b. Business environment.

**APPROVED EXAMINATIONS FOR FULFILLING THE GENERAL
EDUCATION COMPONENT OF THE BACHELOR OF SCIENCE IN
BUSINESS ADMINISTRATION REGENTS' EXTERNAL DEGREE**

CPE = College Proficiency Examination Program
CLEP = College-Level Examination Program
REDP = Regents External Degree Program
AP = Advanced Placement (College Board) Examinations
United States Armed Forces Institute

PREPARED BY

AREA AND TITLE

Humanities

CPE, CLEP	American Literature
CLEP	Analysis and Interpretation of Literature
CPE	Applied Music (two levels)
AP	Art
AP	Classics
AP	English
CLEP	English Composition
CLEP	English Composition-General
CLEP	English Literature
REDP	French
AP	French
CPE	Freshman English
REDP	German
AP	German
CLEP	Humanities-General
REDP	Italian
AP	Music
CPE	Philosophy of Education
REDP	Russian
CPE	Shakespeare
REDP	Spanish
AP	Spanish

Social Sciences - History

CPE	African and Afro-American History
CLEP	Afro-American History
CLEP	American Government
CPE, CLEP, AP	American History
CPE, CLEP	Educational Psychology

PREPARED BY**AREA AND TITLE****Social Sciences – History (Continued)**

CPE, AP	European History
CLEP	General Psychology
CLEP	Human Growth and Development
CLEP	Introductory Sociology
CLEP	Social Sciences/History – General
CLEP	Western Civilization

Liberal Arts Electives

CPE, CLEP, AP	Biology
AP	Chemistry
CPE	Earth Science
CLEP	General Chemistry
CLEP	Geology
CPE, CLEP	History of American Education
CLEP	Mathematics – General
CLEP	Microbiology
CLEP	Natural Sciences – General
AP	Physics
CLEP	Trigonometry

United States Armed Forces Institute (USAFI) Examinations

GED = GED College Level Examinations

SS = Subject Standardized Tests

TYPE**AREA AND TITLE****Humanities**

GED	Expression
GED	Literary Materials
SS	SB 400 English Composition I
SS	SB 401 English Composition II
SS	SA 404 Survey of English Literature I
SS	SA 405 Survey of English Literature II
SS	SA 415 Speech I
SS	SA 416 Speech II
SS	SA 575 Beginning Latin I
SS	SA 576 Beginning Latin II
SS	SA 577 Beginning French I

TYPE**AREA AND TITLE****Humanities (Continued)**

SS	SA	578 Beginning French II
SS	SA	579 Beginning German I
SS	SA	580 Beginning German II
SS	SA	581 Beginning Russian I
SS	SA	582 Beginning Russian II
SS	SA	583 Beginning Spanish I
SS	SA	584 Beginning Spanish II
SS	SA	585 Beginning Italian I
SS	SA	586 Beginning Italian II
SS	SA	820 Technical Writing

Social Sciences**GED****Social Studies**

SS	SA	455 History of the United States I
SS	SA	456 History of the United States II
SS	SA	457 History of Civilization I
SS	SA	458 History of Civilization II
SS	SA	459 Modern European History I
SS	SA	460 Modern European History II
SS	SB	460 European History II (since 1914)
SS	SA	462 History of the American Negro
SS	SA	463 Russian History I
SS	SA	464 Russian History II
SS	SA	465 Latin American History I
SS	SA	466 Latin American History II
SS	SA	467 History of Modern East Asia
SS	SA	468 History of Southeast Asia
SS	SA	469 History of the Middle East
SS	SA	471 History of Africa
SS	SA	472 Problems of Contemporary Latin America
SS	SA	475 American Government I
SS	SA	476 American Government II
SS	SA	479 International Relations
SS	SA	481 Modern European Governments
SS	SA	482 Modern Asian Governments
SS	SA	485 General Psychology
SS	SA	488 Psychology of Personality and Adjustment
SS	SA	491 Educational Psychology
SS	SA	494 General Anthropology

TYPE	AREA AND TITLE	
	Social Sciences .(Continued)	
SS	SA	495 Introductory Sociology
SS	SA	496 Sociology II (Social Problems)
SS	SA/SB	498 Criminology
	Liberal Arts Electives	
GED	Natural Sciences	
SS	SA	430 Analytic Geometry
SS	SA	435 Plane Trigonometry
SS	SA/SB	500 Astronomy
SS	SA/SB	503 College Biology I
SS	SA/SB	504 College Biology II
SS	SA	505 General Geophysics
SS	SA	510 Oceanography
SS	SA	512 Survey of Physical Science I
SS	SA	513 Survey of Physical Science II
SS	SA	514 College Chemistry I
SS	SA	515 College Chemistry II
SS	SA/SB	517 College Physics I
SS	SA/SB	518 College Physics II
SS	SA	519 Geology I
SS	SA	520 Geology II
SS	SA	521 College Geography I (Physical)
SS	SA	523 Elements of Geography
SS	SA	700 General Aeronautics

The nonbusiness related liberal arts End-of-Course Tests and Subject Examinations administered by USAFI prior to 1960 can be used to satisfy the requirements of the general education component. Since the titles of these examinations are similar to the titles of the Subject Standardized Examinations, the list of Subject Standardized Examinations presented above should be utilized as a guide in classifying the End-of-Course and Subject Examinations in terms of the subject matter areas of humanities, social sciences, and liberal arts electives.

SAMPLE STATUS REPORT

Bachelor of Science in Business Administration Regents External Degree

This sample Status Report has been prepared for an individual who submitted transcripts for evaluation from four testing agencies (Regents External Degree Program, New York College Proficiency Examination Program, College-Level Examination Program, United States Armed Forces Institute), one regionally accredited college (University of V.), and one military service school. The examinations and courses previously completed through the testing agencies, college, and military service schools which qualify toward meeting a degree requirement are recorded. An "X" has been made to designate the specific degree requirement to which each course or examination applies. The code letters (C,N,P) at the bottom of the Status Report indicate the extent to which each of the specific degree requirements has been satisfied: C = requirements completely met; P = requirements partially met; N = requirements not met.

A review of the sample Status Report indicates that all of the requirements of the general education component have been satisfied by using both examinations and courses. The requirements of the general education component were satisfied through the completion of four examinations, a one-semester college course at the University of V., and a military service school course which was equated to a one-semester college course on the basis of the credit recommendation provided by the Commission on the Accreditation of Service Experiences (Turner, Cornelius P., ed., "A Guide to the Evaluation of Educational Experiences in the Armed Services." American Council on Education, 1968, p. 323). The distribution requirement of the general education component requires that at least one examination or two one-semester courses be classified as humanities, and at least one examination or two one-semester courses as a social science. The sample Status Report indicates that this candidate has fulfilled this requirement.

The sample Status Report also indicates that the candidate has partially satisfied the Level I accounting requirement by submitting and having accepted the two Principles of Accounting courses he completed at the University of V. Information found in the "Guidelines for Waiving Regents External Degree Business Examinations" section of this catalog, indicates that the Level I accounting requirement can be entirely satisfied by completing the following:

1. Two one-semester courses in introduction to accounting
OR
Introductory Accounting Examination (CLEP)

OR

SA 525-6 Principles of Accounting I and II Examination (USAFI)

2. One semester course in introduction to business law,

OR

Introductory Business Law Examination (CLEP)

OR

SA 533 Business Law I Examination (USAFI)

Since the candidate has completed point number 1 of this requirement by using the two Principles of Accounting courses, but has submitted no evidence of work completed in the area of business law, he must satisfy point number 2 in order to completely satisfy the Level I accounting requirement. In other words, he must either successfully complete a one-semester course in business law or a proficiency examination (CLEP or USAFI) in business law.

As indicated on the Status Report, the candidate has also partially satisfied the Level I finance requirement by using the two USAFI Subject Standardized Examinations of Principles of Economics I and II. By consulting the "Guidelines for Waiving Regents External Degree Business Examinations," the candidate can determine that the complete Level I finance requirement can be satisfied most efficiently in his case by selecting Option II and completing a one-semester corporation finance course. However, the candidate may select Option I and complete a one-semester corporation finance course, as well as a one-semester course or an approved examination in money and banking. He may elect to take the Regents External Degree Examination in Finance Level I. By doing this, however, he would actually be completing more academic work than the minimum requirement since he would be completing an additional course, or completing an examination (Regents External Degree Examination) which tests topics previously covered by the college courses he completed in economics.

As indicated earlier, each Regents External Degree Examination has been designed to completely satisfy a particular business component requirement. The sample Status Report illustrates that the candidate completed Regents External Degree Examinations in Management of Human Resources (Level I), Operations Management (Level I), and Marketing (Level I and II). By obtaining satisfactory scores, he completely satisfied the requirements as indicated on the Status Report. As a result, he is not required to complete additional courses or examinations in those areas.

The candidate has satisfied one Level II requirement (see sample Status Report). As indicated earlier, a candidate must satisfy all five academic areas on Level I and two on Level II. Thus, this candidate

REGENTS EXTERNAL DEGREE STATUS REPORT
BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Title	BUSINESS COMPONENT										
	GENERAL EDUCATION COMPONENT				Level I						
	Grade	Humanities	Social Sciences	Liberal Arts Electives	Accounting	Finance	Management of Human Resources	Marketing	Operations Management	Level II	Business Environment and Strategy
1971 NY COLLEGE PROFICIENCY EXAMINATIONS											
Freshman English	A	X									
Earth Science	B		X	X							
European History	B										
1970 CLEP (GENERAL EXAMINATIONS)											
Humanities	Pass	X									
1969-70 UNIVERSITY OF V.											
Political Science	D		X								
Principles of Accounting I	B				X						
Principles of Accounting II	A				X						

*C = Requirements Completely Met; P = Requirements Partially Met; N = Requirements Not Met

[illegible]

must complete additional Regents External Degree Examinations or request a waiver by submitting transcript credit. Since the passing of a Level II examination automatically waives a Level I requirement in that area, he may elect to complete either the Accounting or Finance Level II examinations. If he successfully completes one of these examinations, he will not be required to complete additional work to satisfy the Level I requirement in that area. Since all individuals are required to complete a Level III examination in one area, and since the passing of a Level III examination automatically waives the Level I and II requirements in that area, the candidate may elect to complete either the Accounting or Finance Level III examination. If he satisfactorily completes the Finance Level III examination for example, he will not be required to complete additional work to totally satisfy the Level I and II requirements for that area.

The far right-hand column on the Status Report is for the business environment and strategy area requirement of the business component. The code letter "C" at the bottom of this column indicates that the candidate has satisfied the requirement by completing the Regents External Degree Examination.

**REGENTS EXTERNAL DEGREE
COMMITTEE ON BACHELOR OF SCIENCE IN
BUSINESS ADMINISTRATION**

William M. Berliner, *New York University*
David Blakeslee, *Rutgers State University (New Jersey)*
Richard G. Brandenburg, *State University of New York at Buffalo*
Edward J. Cook, *C.W. Post College*
Houston Elam, *Montclair State College (New Jersey)*
Frank W. Kolmin, *State University of New York at Albany*
Frank A. McMullen, *American Institute of Banking*
William H. Meckling, *The University of Rochester*
Ben Miller, *St. John's University*
L. Richard Oliker, *Syracuse University*
Robert Pease, *Rutgers University (New Jersey)*
David Rachman, *Bernard M. Baruch College*
Robert J. Senkier, *Seton Hall University (New Jersey)*
David Thompson, *Peat, Marwick, Mitchell & Co.*
Jerry D. Young, *University of Alabama in Birmingham*

For further information on the Bachelor of Science
in Business Administration external degree, write:

Regents External Degree Program
The University of the State of New York
99 Washington Avenue
Albany, New York 12210

THE ASSOCIATE IN APPLIED SCIENCE IN NURSING REGENTS EXTERNAL DEGREE

The Associate in Applied Science in Nursing Regents External Degree has two components: general education and nursing. Candidates having satisfied the requirements for each component will be awarded an associate in applied science in nursing degree by the Regents of The University of the State of New York and will be eligible to take the registered nurse license examination in New York State.

There are no prerequisites such as age, residence, or previous education experience in nursing required for enrollment in the nursing program. Individuals who hold a registered nurse license and desire an associate degree in nursing are also welcome to participate.

The Regents External Degree Program does not sponsor or endorse any instructional program or course of study.

Grading

The associate in applied science in nursing program is not based on a credit hour system. Candidates may satisfy the requirements by submitting examination results, or college courses. Although only courses or examinations which carry grades of C or P (Pass) can qualify toward satisfying a nursing component requirement, courses or examinations with grades of D can be used toward the general education component. However, before a candidate can qualify for graduation, an overall C average must be obtained. Thus, if a semester course with a grade of D was accepted toward the general education component, at least one course or examination with a grade of B or above must also have been accepted.

The General Education Component

The objective of the general education component is to ensure that degree recipients have a basic college-level competence in the humanities, social sciences, and natural sciences/mathematics. Candidates should guard against duplicating subject matter covered in various courses and examinations. The Regents External Degree registrar will answer candidates' questions on possible duplication. For the general education component only, there is no time limit on course or examination completion, as long as official transcripts are available. Only those courses or examinations in which a grade of D or better was achieved can be used to satisfy a requirement. A minimum overall average of C is required for completion of the associate in applied science in nursing degree. The requirements may be satisfied in any one or a combination of the following ways:

1. Possession of a Previously Earned Degree

The requirements of the general education component can be satisfied by submitting verification that an associate in arts degree or a baccalaureate degree was completed at an accredited institution of higher education. Other associate degrees (associate in science, associate in applied science, etc.) may or may not satisfy the requirements of the general education component, and must be evaluated individually (see number 2, College Courses, below).

2. College Courses

The number and type of courses are as follows:

- A. A minimum of 10 one-semester courses. If the courses were completed on a quarter system, a minimum of 15 courses are required.
- B. The total number of required courses must be distributed in the following manner:
 - 1. A minimum of two semester courses (three quarter courses) in the area of *humanities*.
 - 2. A minimum of two semester courses (three quarter courses) in the area of *social sciences*.
 - 3. A minimum of two semester courses (three quarter courses) in the area of *natural sciences/mathematics*.
 - 4. The remaining four semester courses (six quarter courses) are *electives* and may be in *any* college subject, except nursing, including humanities, social sciences, natural sciences/mathematics.

3. Recognized Proficiency Examinations

Satisfactory scores on at least five proficiency examinations. These examinations are subject to the following restrictions:

- A. At least one examination must be classified as *humanities*.
- B. At least one examination must be classified as *social sciences*.
- C. At least one examination must be classified as *natural sciences/mathematics*.
- D. The remaining two examinations are *electives* and can be from *any* college subject except nursing, including humanities, social sciences, natural sciences/mathematics.

A list of the available proficiency examinations which are approved for the purpose of satisfying the requirements of the general education component of the associate in applied science in nursing degree may be found at the end of this section. Further information on the examination programs (College-Level Examination Program, United States Armed Forces Institute, College Proficiency Examination Pro-

gram, Regents External Degree Program) may be found in Part I, "Approaches to Earning Credit." Discontinued examinations are not listed but can be submitted for evaluation purposes if an official transcript is available.

4. Military Service School Courses

Those courses which contain college level work and have been evaluated by the Commission on Accreditation of Service Experiences (CASE) of the American Council on Education may be used. The CASE credit recommendation will be used to determine the number and type of courses required to satisfy all requirements (see "Approaches to Earning Credit" for further details).

5. Special Assessment

Special Assessment can be used as a means of satisfying the requirements of the general education component. The amount and type of credit allowed will vary from individual to individual, and will depend on the college level experience presented for validation. *Special Assessment may not be used to satisfy the requirements of the nursing component.* A complete description of Special Assessment is given in the "Approaches to Earning Credit" section of this catalog.

6. Combination of the Above Approaches

Combinations of these approaches can be used to satisfy the distribution requirement (humanities, social sciences, natural sciences/mathematics and electives). For instance two one-semester college courses are equivalent to an approved proficiency examination. Enrolled candidates may receive assistance in combining these approaches from the registrar of the Regents External Degree Program.

The Nursing Component

The objective of the nursing component is to ensure that degree recipients possess knowledge and technical nursing skills comparable to those of graduates from associate degree nursing programs. The candidate must demonstrate knowledge in four basic academic areas: health, commonalities in nursing care, differences in nursing care, and occupational strategy. The content of the four nursing areas as a whole corresponds to the content included in the curriculum of associate degree nursing programs at accredited 2-year colleges. However, the content in the four academic areas represents a unique organization of nursing content at the associate degree level and may not reflect the present curriculum design or structure of specific courses offered in a college curriculum.

In addition to the four academic areas, the successful completion of a Performance Examination will be required of all candidates. Since performance in the clinical laboratory is an integral part of every nursing curriculum, candidates will be required to demonstrate competence in executing technical nursing skills in the areas of planning, implementing, and evaluating nursing care. Although the performance area may not correspond to the clinical performance required in a particular course or stage in a college curriculum, it does reflect the technical nursing skills expected of every graduate from an associate degree program.

A general description of the five nursing areas follows:

1. Health — basic concepts in health, interrelatedness of the psychosocial and cultural factors which affect health, health continuum, and the health care delivery system.
2. Commonalities in nursing care — basic concepts in nursing, common recurring nursing problems, and nursing care common to all people.
3. Differences in nursing care — common and specific manifestations of major health problems — acute and chronic, and differences in nursing care resulting from specific health problems and the individual's response — birth through senescence.
4. Occupational strategy — role and function of the technical nurse, legal aspects, health and nursing team, and nursing organizations.
5. Performance — actual nursing care in a variety of patient care situations.

Satisfying Nursing Requirements:

Candidates may satisfy area requirements in the nursing component by means of recognized proficiency examinations and/or college courses from regionally accredited colleges or universities. *The performance area may be satisfied only by successful completion of the Regents External Degree Performance Examination.*

Below is an outline of how recognized proficiency examinations and college courses may be used in meeting degree requirements of the nursing component.

1. Examinations

The five area requirements of the nursing component may be satisfied by passing the following Regents External Degree Examinations:

- A. Nursing Health Care
- B. Commonalities in Nursing Care — Area I
- C. Commonalities in Nursing Care — Area II
- D. Differences in Nursing Care — Area I
- E. Differences in Nursing Care — Area II
- F. Differences in Nursing Care — Area III

G. Occupational Strategy

H. Performance

With the exception of the Performance Examination there is no required sequence in which a candidate must take the Regents External Degree Examinations. To be eligible for the Performance Examination, candidates must successfully complete the four academic areas (health, commonalities of nursing care, differences in nursing care, and occupational strategy) either by examination or college courses.

Examination Waiver

Candidates who have successfully completed the Fundamentals of Nursing Examination offered by the New York College Proficiency Examination Program may request a waiver of Area I of the Commonalities in Nursing Regents External Degree Examination. This waiver is subject to the following restrictions:

1. CPE in Fundamentals of Nursing must have been successfully completed prior to June 1, 1973.
2. Candidates must have enrolled in the nursing external degree program prior to June 1, 1975.
3. A grade of C or above was earned on the examination.

2. College Courses

College transcript credit from regionally accredited institutions of higher learning may be used to waive the seven written Regents External Degree nursing examinations. *No waiver on the basis of college transcript credit will be granted for the Performance Examination.*

The Regents External Degree Examinations in the nursing component will be waived only if:

1. The completed course(s) covers all the topics included in the examination developed in that area.
2. A grade of C or above was earned for each course.
3. Courses were completed within 10 years prior to date of enrollment in the associate in applied science in nursing degree program.

Persons requesting credit for college courses must be enrolled in the Regents External Degree Program and submit official transcripts from regionally accredited institutions of higher learning at which the credit was earned.

A course will qualify for credit toward the nursing degree only after an evaluation of its description is made, and the Faculty Evaluation Committee is certain that the appropriate topics were covered. The

student is responsible for obtaining official descriptions from the institution and submitting them to the Regents External Degree registrar. Candidates should not expect to receive results of their evaluation until 6 to 8 weeks after the Regents External Degree Program has received the official description to be evaluated.

Special Assessment has been designed to verify college level knowledge when appropriate proficiency examinations are not available. Since specially designed examinations for the nursing component have been developed, Special Assessment cannot be used to satisfy nursing component requirements. Instead, individuals will be required to complete the Regents External Degree Examinations or submit transcript credit of college courses, military courses, or proficiency examinations in order to satisfy the nursing component requirements.

No request to review transcripts from diploma nursing programs for credit will be granted to candidates. Candidates who are graduates of diploma nursing programs may obtain credit by taking the Regents External Degree Examinations in nursing.

**APPROVED EXAMINATIONS FOR FULFILLING THE GENERAL
EDUCATION COMPONENT OF THE ASSOCIATE IN APPLIED SCIENCE
IN NURSING REGENTS EXTERNAL DEGREE**

CPE = College Proficiency Examination Program
CLEP = College-Level Examination Program
REDP = Regents External Degree Program
AP = Advanced Placement (College Board) Examinations
United States Armed Forces Institute

PREPARED BY

AREA AND TITLE

Humanities

CPE, CLEP	American Literature
CLEP	Analysis and Interpretation of Literature
CPE	Applied Music (two levels)
AP	Art
AP	Classics
AP	English
CLEP	English Composition
CLEP	English Composition – General
CLEP	English Literature
REDP	French
AP	French
CPE	Freshman English
REDP	German
AP	German
CLEP	Humanities – General
REDP	Italian
AP	Music
CPE	Philosophy of Education
REDP	Russian
CPE	Shakespeare
REDP	Spanish
AP	Spanish

Social Sciences – History

CPE	African and Afro-American History
CLEP	Afro-American History
CLEP	American Government
CPE, CLEP, AP	American History

PREPARED BY**AREA AND TITLE****Social Sciences – History (Continued)**

CPE, CLEP	Educational Psychology
CPE, AP	European History
CLEP	General Psychology
CLEP	Human Growth and Development
CLEP	Introductory Economics
CLEP	Introductory Sociology
CLEP	Social Sciences/History – General
CLEP	Western Civilization

Natural Sciences/Mathematics

CPE, CLEP, AP	Biology
AP	Chemistry
CLEP	College Algebra
CLEP	College Algebra – Trigonometry
CPE	Earth Science
CLEP	General Chemistry
CLEP	Geology
CLEP	Introductory Calculus
CLEP	Mathematics – General
AP	Mathematics
CLEP	Microbiology
CLEP	Natural Sciences – General
AP	Physics
CLEP	Statistics
CLEP	Trigonometry

Electives

CLEP	Accounting (Introductory)
REDP	Business – Levels I, II, III Accounting
REDP	Business – Levels I, II, III Finance
REDP	Business – Levels I, II, III Marketing
REDP	Business – Levels I, II, III Operations Management
REDP	Business – Levels I, II, III Management of Human Resources
REDP	Business Environment and Strategy
CLEP	Clinical Chemistry (Medical Technology)
CPE	Communications and Education
CLEP	Computer Programming, Elementary: Fortran IV
CLEP	Computers and Data Processing

PREPARED BY**AREA AND TITLE**

	Electives (Continued)
CPE	Health I: Personal Health – Physical Aspects
CPE	Health II: Personal Health – Emotional Social Aspects
CPE	Health III: Public Environmental Health
CLEP	Hematology
CPE, CLEP	History of American Education
CLEP	Immunohematology and Blood Banking
CLEP	Introduction to Business Management
CLEP	Introductory Business Law
CLEP	Introductory Marketing
CLEP	Money and Banking
CPE	Reading Instruction in the Elementary School
CLEP	Tests and Measurements

United States Armed Forces Institute (USAFI) Examinations

GED = GED College Level Examinations

SS = Subject Standardized Tests

TYPE**AREA AND TITLE**

	Humanities
GED	Expression
GED	Literary Materials
SS	SB 400 English Composition I
SS	SB 401 English Composition II
SS	SA 404 Survey of English Literature I
SS	SA 405 Survey of English Literature II
SS	SA 415 Speech I
SS	SA 416 Speech II
SS	SA 575 Beginning Latin I
SS	SA 576 Beginning Latin II
SS	SA 577 Beginning French I
SS	SA 578 Beginning French II
SS	SA 579 Beginning German I
SS	SA 580 Beginning German II
SS	SA 581 Beginning Russian I
SS	SA 582 Beginning Russian II
SS	SA 583 Beginning Spanish I
SS	SA 584 Beginning Spanish II
SS	SA 585 Beginning Italian I
SS	SA 586 Beginning Italian II
SS	SA 820 Technical Writing

TYPE

AREA AND TITLE

Social Sciences – History

GED	Social Studies
SS	SA/SB 453 Principles of Economics I
SS	SA/SB 454 Principles of Economics II
SS	SA 455 History of the United States I
SS	SA 456 History of the United States II
SS	SA 457 History of Civilization I
SS	SA 458 History of Civilization II
SS	SA 459 Modern European History I
SS	SA 460 Modern European History II
SS	SB 460 European History II (since 1914)
SS	SA 462 History of the American Negro
SS	SA 463 Russian History I
SS	SA 464 Russian History II
SS	SA 465 Latin American History I
SS	SA 466 Latin American History II
SS	SA 467 History of Modern East Asia
SS	SA 468 History of Southeast Asia
SS	SA 469 History of the Middle East
SS	SA 471 History of Africa
SS	SA 472 Problems of Contemporary Latin America
SS	SA 475 American Government I
SS	SA 476 American Government II
SS	SA 479 International Relations
SS	SA 481 Modern European Governments
SS	SA 482 Modern Asian Governments
SS	SA 485 General Psychology
SS	SA 488 Psychology of Personality and Adjustment
SS	SA 491 Educational Psychology
SS	SA 494 General Anthropology
SS	SA 495 Introductory Sociology
SS	SA 496 Sociology II (Social Problems)
SS	SA/SB 498 Criminology

Natural Sciences/Mathematics

GED	Natural Sciences
SS	SA/SB 500 Astronomy
SS	SA/SB 503 College Biology I

TYPE

AREA AND TITLE

Natural Sciences/Mathematics (Continued)

SS	SA/SB 504 College Biology II
SS	SA 510 Oceanography
SS	SA 512 Survey of Physical Science I
SS	SA 513 Survey of Physical Science II
SS	SA 514 College Chemistry I
SS	SA 515 College Chemistry II
SS	SA/SB 517 College Physics I
SS	SA/SB 518 College Physics II
SS	SA 519 Geology I
SS	SA 520 Geology II
SS	SA 521 College Geography I (Physical)
SS	SA 523 Elements of Geography
SS	SA 424 Intermediate College Algebra
SS	SA 425 College Algebra
SS	SB 425 College Algebra (Modern)
SS	SA 430 Analytic Geometry
SS	SA/SB 433 Basic Statistics
SS	SA 435 Plane Trigonometry
SS	SA 440 Calculus I
SS	SA 441 Calculus II
SS	SA 442 Analytic Geometry and Calculus I
SS	SA 443 Analytic Geometry and Calculus II
SS	SA 444 Analytic Geometry and Calculus III
SS	SA 445 Differential Equations
SS	SA 446 Linear Algebra
SS	SA 505 General Geophysics

Electives

SS	SA 507 Hygiene (Healthful Living)
SS	SA 525 Principles of Accounting I
SS	SA 526 Principles of Accounting II
SS	SA 527 Intermediate Accounting
SS	SA 533 Business Law I
SS	SA 534 Business Law II
SS	SA 535 Introduction to Data Processing
SS	SA 539 Principles of Management
SS	SA/SB 543 Introduction to Business
SS	SA 544 Personnel Management
SS	SA 545 Office Management

TYPE**AREA AND TITLE****Electives (Continued)**

SS	SA	546 Risk and Insurance
SS	SA	547 Introduction to Real Estate
SS	SA	549 Marketing
SS	SA	700 General Aeronautics
SS	SA	710 Jet Aircraft Engines
SS	SA	756 Introduction to Carpentry
SS	SA	769 Introduction to Mechanical Drawing I
SS	SA	770 Introduction to Mechanical Drawing II
SS	SA	788 Introduction to Electronics I
SS	SA	789 Introduction to Electronics II
SS	SA	794 Introduction to Diesel Engines I
SS	SA	795 Introduction to Diesel Engines II
SS	SA	810 Technical Mathematics I
SS	SA	811 Technical Mathematics II
SS	SA	885 Fundamentals of Radio
SS	SA	887 Intermediate Radio
SS	SA	890 Radio Servicing
SS	SA	891 Television Servicing
SS	SA	893 Introduction to Television I
SS	SA	894 Introduction to Television II
SS	SA	936 Introduction to Refrigeration
SS	SA	960 Introduction to Quality Control

Appropriate End-of-Course Tests and Subject Examinations administered by USAFI can be used to satisfy the requirements of the associate in applied science in nursing degree. Since the titles of these examinations are similar to the titles of the Subject Standardized Examinations, one should utilize the list of Subject Standardized Examinations presented earlier as a guide in classifying the End-of-Course and Subject Examinations in terms of the subject matter areas of humanities, social sciences, mathematics/natural sciences and electives.

SAMPLE STATUS REPORT

The Associate in Applied Science in Nursing Regents External Degree

This is a sample Status Report illustrating how courses and examinations are recorded. The individual receiving this Status Report submitted transcripts for evaluation from three testing agencies (Regents External Degree Program, New York College Proficiency Examination Program, College-Level Examination Program), one regionally accredited college (University of V.), and one military service school. The examinations and courses previously completed at these testing agencies, university, and military service school which qualify toward meeting a degree requirement are recorded. An "X" has been made to designate the specific degree requirement to which each course or examination applies. The code letters at the bottom of the Status Report indicate whether each of the specific degree requirements has been completely met (C); partially met (P); or not met (N).

A review of the sample Status Report indicates that the requirements of the general education component have been partially satisfied by using both examinations and courses. As indicated in the degree description, one can totally satisfy the general education requirements by completing five proficiency examinations, 10 one-semester courses, or an appropriate combination of examinations and courses. The sample Status Report indicates that this individual submitted results of three proficiency examinations, a one-semester college course, and a military service school course which was equated to a one-semester elective course on the basis of the credit recommendation provided by the Commission on the Accreditation of Service Experiences (as listed in Turner, Cornelius P., ed., "A Guide to the Evaluation of Educational Experiences in the Armed Services." American Council on Education, 198, p. 159). Since all approved proficiency examinations have been equated to two one-semester courses for purposes of satisfying the requirements of the nursing program (see degree description), one can conclude from the sample Status Report that the individual has completed work equivalent to four proficiency examinations. Thus, in order to totally satisfy all the general education requirements, he must complete either one examination or two one-semester courses.

The distribution requirement of the general education component states that an individual must complete at least one examination or two one-semester courses in each of the following areas: humanities, social sciences, and natural sciences. The sample Status Report indicates that

the candidate has completed at least one examination in the areas of humanities and natural sciences/mathematics. Those two areas along with the elective requirement have been completely satisfied (note code letter "C" at bottom of Status Report). However, since the individual has not submitted any examination results or college courses within the area of social sciences (note code letter "N"), the one remaining examination, or two one-semester courses, needed for the general education component, must be classified as social sciences to satisfy the distribution requirement.

The Status Report also indicates that the candidate has completely satisfied the commonalities in nursing care: area I and the occupational strategy requirements by completing Regents External Degree nursing examinations. To qualify for graduation, he must satisfy the remaining requirements by completing the appropriate Regents External Degree Examinations or by submitting official transcripts of college courses in accordance with degree requirements. The candidate's last step to degree completion will be to take the required Performance Examination.

**REGENTS EXTERNAL DEGREE STATUS REPORT
ASSOCIATE IN APPLIED SCIENCE IN NURSING**

Title	GEN. EDUC.				NURSING								
	Grade	Humanities	Social Sciences	Natural Sciences/ Mathematics	Electives	Nursing Health Care	Commonalities in Nursing Care: I	Commonalities in Nursing Care: II	Differences in Nursing Care: I	Differences in Nursing Care: II	Differences in Nursing Care: III	Occupational Strategy	Performance
1971 NY COLLEGE PROFICIENCY EXAMINATIONS Freshman English Biology	A B	X		X									
1970 CLEP (GENERAL EXAMINATIONS) Natural Sciences	Pass			X									
1969-70 UNIVERSITY OF V Computer Science I	B				X								
1967 MILITARY SERVICE SCHOOL COURSES Construction Drafting	Pass				X								

Commonalities in Nursing Care Pt. I Occupational Strategy

* C = Requirements Completely Met; P = Requirements Partially Met; N = Requirements Not Met

REGENTS EXTERNAL DEGREE

COMMITTEE ON ASSOCIATE IN APPLIED SCIENCE IN NURSING

Virginia Barker, *Alfred University*
Helen Burnside, *State University of New York Central Administration*
Jean Campbell, *Skidmore College*
Ann Cartwright, *Martland Hospital (New Jersey)*
Rose Channing, *Middlesex County College (New Jersey)*
June Clermont, *North Country Community College*
Luella Fox, *Jamestown Community College*
Virginia Glover, *State University of New York at Stony Brook*
Margaret Marks, *Community Hospital at Glen Cove*
Ruth Matheney, *City College, School of Nursing*
Mildred Montag, *Professor Emeritus, Teachers College Columbia University*
Carol Murtaugh, *Somerset County College (New Jersey)*
Eve Noles, *Roswell Park Memorial Institute*
Mildred Norman, *Harlem Hospital Center*
Sibyl Norris, *Syracuse University*
Agnes Reinkemeyer, *Seton Hall University (New Jersey)*
Dolores Saxton, *Nassau Community College*
Beverly Warner, *Mohawk Valley Community College*

For further information on the Associate in Applied Science in Nursing Regents External Degree, write:

Regents External Degree Program
The University of the State of New York
99 Washington Avenue
Albany, New York 12210

THE BACHELOR OF ARTS REGENTS EXTERNAL DEGREE

A bachelor of arts Regents External Degree is currently under development. It has been generously funded by the Carnegie Corporation and should be available to the public by mid-1974. Bachelor of arts degrees will be available in most traditional academic areas, and degree requirements may be met by college courses and/or proficiency examination results. Individuals who would like further information as the degree program develops should contact the Regents External Degree office.

PART II

**THE NEW YORK COLLEGE
PROFICIENCY EXAMINATION
PROGRAM**

THE NEW YORK COLLEGE PROFICIENCY EXAMINATION PROGRAM

The New York College Proficiency Examination Program is a college-level testing program offering single-subject examinations in a wide variety of subject matter fields. The examinations may be taken by anyone to validate knowledge gained outside of the formal college classroom, primarily for the purpose of earning college credit, but also to satisfy teacher certification or Regents External Degree requirements, for job-related reasons or for personal satisfaction. After counsel with college faculty and administrators, the Board of Regents of The University of the State of New York established the College Proficiency Examination Program in 1961 to provide a means for the many people who acquire college-level knowledge and abilities in unconventional ways, to earn college credit for what they know. Such individuals were not new in our society and over the years some colleges did allow the person lacking formal college course work to demonstrate his competency in various academic disciplines, but the concept of credit-by-examination had never been widely implemented by the more than 200 higher institutions in New York State.

The Ford Foundation Fund for the Advancement of Education underwrote the beginnings of the program and, in 1963, the first College Proficiency Examinations were administered to 200 candidates. Since that time the College Proficiency Examination Program and the credit-by-examination concept have grown steadily. New faculty-developed examinations have been added to the program and now College Proficiency Examinations are available in more than twenty college subjects in the arts and sciences, education, and nursing. Over 30,000 College Proficiency Examinations have been administered in New York State, 9,000 in 1972 alone, and colleges and universities in New York and other states have granted more than 40,000 course credits for satisfactory College Proficiency Examination grades.

The success of the College Proficiency Examination Program in demonstrating that individuals can meet the high academic standards set by professors without formal classroom preparation led, in 1970, to the establishment of the Regents External Degree Program. This program is designed to enable an individual who has knowledge equivalent to that of a college or university degree recipient to earn an undergraduate degree, regardless of how he has prepared himself. Regents External Degrees are based on the principles and experiences of the College Pro-

ficiency Examination Program, particularly in the reliance on degree requirements and examinations developed by representative college faculty members.

College Proficiency Examinations and Regents External Degrees are expanding educational opportunities for the nontraditional learner. Many other states are exploring the educational and economic benefits of these programs. Through a cooperative arrangement established with Thomas A. Edison College, New York's Regents External Degree Examinations and College Proficiency Examinations are now also offered in New Jersey.

Some of the many people who are helped by College Proficiency Examinations are:

- Individuals who master a subject through self-study, hospital service, industrial training programs, noncollegiate business or trade school courses, educational television courses, correspondence courses, or adult education programs take College Proficiency Examinations to earn credit toward a college degree.
- Nurses and other people in allied health fields use the nursing College Proficiency Examinations toward an associate or baccalaureate degree in nursing, sometimes earning as much as a year's worth of credit.
- People who have a bachelor's degree but lack some course requirements for a New York State teaching certificate or a New York City teaching license, or teachers who want to be certified in a second subject matter area, are often able to satisfy requirements through College Proficiency Examinations.
- Students enrolled in the new Regents External Degree Program take College Proficiency Examinations to meet requirements for associate in arts, bachelor of science in business administration, or associate in applied science in nursing degrees and will be able to use the tests for other Regents External Degrees in the future.
- Members of the armed services, Peace Corps, and other people who learn a language or study college subjects while abroad gain college credit or teacher certification by means of College Proficiency Examinations.
- High school students of above average ability take College Proficiency Examinations to enter college with advanced standing.

THE EXAMINATIONS

The staff of the College Proficiency Examination Program directs the activities of more than 200 faculty members from New York's colleges

and universities, who serve as consultants to The University of the State of New York for examination development. Working in committees, these consultants draw up examination specifications, write examination questions, and rate candidates' answers to those questions. In cooperation with College Proficiency Examination Program testing specialists the faculty committees help determine the levels of performance needed to achieve satisfactory College Proficiency Examination grades on the basis of data obtained by administering the tests to college students completing comparable courses.

To keep pace with the latest developments in a subject matter area, each College Proficiency Examination is under a continuous process of review and approval by its committee, composed of outstanding college faculty in the appropriate academic discipline. A few examinations are obtained from other testing agencies. In these cases, examinations are adopted by the College Proficiency Examination Program only when their use has been recommended by the faculty committee for that subject.

College Proficiency Examinations are designed to test not only the individual's factual knowledge, but also his ability to use that knowledge effectively. They are reasonably difficult and demanding tests. Most of them cover material studied in comparable one- or two-semester college courses, although some College Proficiency Examinations cover a broader sequence of courses. Some College Proficiency Examinations measure objectives of introductory level college courses in that subject; others parallel more advanced level undergraduate courses. The examinations vary in format and may include multiple choice, short answer, and essay or problem sections; they are graded on a letter grade (A,B,C,D,F), standard score, or pass-fail basis. A complete description of the content of each College Proficiency Examination will be found in the "Examination Content Descriptions" section of this catalog. Content descriptions for the Regents External Degree Examinations in business, modern foreign languages and nursing will also be found in that section.

College Proficiency Examinations are offered in the following subjects:

- African and Afro-American History
- American History
- American Literature
- Applied Music
- Biology
- Earth Science
- Educational Psychology
- European History
- Freshman English

Fundamentals of Nursing
 Health Education I: Personal Health – Physical Aspects
 Health Education II: Personal Health – Emotional-Social Aspects
 Health Education III: Public Environmental Health
 History of American Education
 Maternal and Child Nursing (Associate)
 Maternal and Child Nursing (Baccalaureate)
 Medical-Surgical Nursing
 Philosophy of Education
 Psychiatric-Mental Health Nursing
 Reading Instruction in the Elementary School
 Shakespeare

The College Proficiency Examinations in Accounting and Modern Foreign Languages (French, German, Italian, Russian, Spanish) are now offered as Regents External Degree Examinations, effective May 1973. These tests can continue to be used for college credit or teacher certification purposes, as can all Regents External Degree Examinations.

Anyone who believes he knows the subject matter may take a College Proficiency Examination – there are no prerequisites. College Proficiency Examinations and Regents External Degree Examinations are given four times a year at testing centers throughout New York State. Examination fees range from \$20 to \$50 and it is possible to take up to four examinations during each two day testing period.

No instruction is provided by the College Proficiency Examination Program and no instructional programs of study are endorsed. Detailed examination content descriptions are provided in this catalog for each College Proficiency Examination to serve as a basis for study. Supplementary study aids or suggested reading lists have been developed for most examinations to further assist candidates in preparing for College Proficiency Examinations and are noted at the end of the examination content description for that test.

Upon completion of an examination, the candidate will receive a report of his grade and the amount of credit that has been granted by The University of the State of New York. The candidate may then request that an official transcript of the University be sent to any other institution or agency from which he wishes to seek recognition of his College Proficiency Examination performance.

USE OF COLLEGE PROFICIENCY EXAMINATIONS

Although people take College Proficiency Examinations for many reasons and use them in a variety of ways (e.g. job advancement, employ-

ment qualification, salary credits, self-evaluation), they are used primarily to earn college credit, to satisfy requirements for teacher certification or to meet Regents External Degree requirements. The examinations which will be accepted and the grades which must be achieved vary from institution to institution and with the purpose for which the College Proficiency Examination is being used. For this reason candidates should contact the college or agency from which they will seek recognition of their College Proficiency Examination performance before taking an examination to be sure that it will be accepted.

Most colleges and universities in New York State, and many in other states, grant course credit or advanced standing for acceptable College Proficiency Examination grades. Each college, or each department within a college, sets its own standards and policies for granting credit on the basis of College Proficiency Examinations. Candidates are advised, therefore, to check with the college they are attending, or hope to attend, before taking an examination in order to determine its acceptability.

The University of the State of New York will send an official transcript of the candidate's College Proficiency Examination grades to a college, which can consider it for credit in the same manner as transfer credit from any other institution. Colleges may also request copies of the candidate's answers to the essay or problem section of a College Proficiency Examination for review. In most instances, requirements for credit are satisfied upon successful completion of a College Proficiency Examination. Colleges may, however, require additional proof of competence in written research, laboratory or clinical skills.

Many Regents External Degree requirements can be satisfied by successful completion of College Proficiency Examinations. Requirements for the associate in arts degree and the general education components of the bachelor of science in business administration and the associate in applied science in nursing degrees can be met through College Proficiency Examinations. The College Proficiency Examinations which can be used to complete Regents External Degree requirements are listed with the requirements for each degree in the "Degree Programs" section of this catalog.

Complete information on application procedures, testing fees, grading policies, and methods of preparation will be found in the following section of this catalog, "The New York College Proficiency Examinations and Regents External Degree Examinations." The various uses of the examinations, such as college credit, teacher certification, and salary credit, are also discussed. This information should be employed as a guide to taking a College Proficiency Examination and using the results.

PART III
THE NEW YORK COLLEGE
PROFICIENCY EXAMINATIONS AND
THE REGENTS EXTERNAL DEGREE
EXAMINATIONS

GENERAL INFORMATION

APPLICATION PROCEDURE

There are no requirements or prerequisites for taking a College Proficiency Examination or a Regents External Degree Examination. Anyone who believes he is proficient in a field of study for which an examination has been developed may take an examination under these programs. It is assumed that an individual's grasp of a subject will be demonstrated by his performance on the examination itself. A candidate may retake a College Proficiency Examination or a Regents External Degree Examination. There are no age restrictions; individuals in all age brackets have taken proficiency examinations and have done exceptionally well. There are no residence restrictions. At this time, however, College Proficiency and Regents External Degree Examinations are not generally administered outside of New York State and New Jersey.

College Proficiency Examinations and Regents External Degree Examinations are offered four times a year at regular intervals. There are approximately a dozen testing centers across New York State including all the major population centers. Complete information on testing dates and locations are listed on the application forms. If you wish to take examinations you may choose the testing center nearest you. Applications must be filed several weeks before the testing dates; candidates will receive an admission slip to the examination 1 or 2 weeks before the examination date.

Fees

Testing Fees for College Proficiency Examinations

The fee for each College Proficiency Examination is determined by the number of semester hours of credit carried by the examination:

1 to 5 semester hours of credit	\$20
6 to 11 semester hours of credit	\$25
12 or more semester hours	\$30

College Proficiency Examinations — The fee for each is shown below:

African and Afro-American History (\$25)

American History (\$25)

American Literature (\$25)

Applied Music (\$20)
 Biology (\$25)
 Earth Science (\$25)
 Educational Psychology (\$20)
 European History (\$25)
 Freshman English (\$25)
 Fundamentals of Nursing (\$25)
 Health Education I: Personal Health – Physical Aspects (\$30)
 Health Education II: Personal Health – Emotional-Social Aspects (\$30)
 Health Education III: Public Environmental Health (\$30)
 History of American Education (\$20)
 Maternal and Child Nursing – Associate (\$25)
 Maternal and Child Nursing – Baccalaureate (\$30)
 Medical-Surgical Nursing (\$30)
 Philosophy of Education (\$25)
 Psychiatric/Mental Health Nursing (\$25)
 Reading Instruction in the Elementary School (\$25)
 Shakespeare (\$20)

Testing fees for Regents External Degrees and Foreign Language Examinations.*

Business

Accounting: Level I (\$25)
 Finance: Level I (\$25)
 Management of Human Resources: Level I (\$25)
 Marketing: Level I (\$25)
 Operations Management: Level I (\$25)
 Accounting: Level II (\$50)
 Finance: Level II (\$50)
 Management of Human Resources: Level II (\$50)
 Marketing: Level II (\$50)
 Operations Management: Level II (\$50)
 Business Environment and Strategy (\$50)

Level III Examinations (under development)

Nursing Care

Nursing Health Care (\$25)
 Commonalities in Nursing Care – Area I (\$25)
 Commonalities in Nursing Care – Area II (\$25)

* The Regents External Degree Program administers and scores the Modern Language Association's Foreign Language Proficiency Tests for Teachers and Advanced Students. Examinations are offered in French, German, Italian, Russian, and Spanish.

Differences in Nursing Care — Area I (\$25)
 Differences in Nursing Care — Area II (\$25)
 Differences in Nursing Care — Area III (\$25)
 Occupational Strategy (\$25)
 Performance (under development)

Foreign Languages

Complete Battery \$25
 * Battery A only \$25
 Battery B only \$15

Applications for New York College Proficiency Examinations are available from:

College Proficiency Examination Program
 New York State Education Department
 99 Washington Avenue
 Albany, New York 12210

Applications for Regents External Degree Examinations are available from:

Regents External Degree Examinations
 The University of the State of New York
 99 Washington Avenue
 Albany, New York 12210

**CREDIT GRANTED FOR COLLEGE PROFICIENCY EXAMINATIONS
 AND REGENTS EXTERNAL DEGREE EXAMINATIONS**

College Proficiency Examinations are designed to test material covered in one or more comparable college courses. They test not only the individual's factual knowledge of the subject matter area, but his ability to use that knowledge effectively. The amount of credit granted for each examination is determined by the content and scope of the examination. The amount of credit The University of the State of New York grants for successful performance on each examination is listed in the appropriate examination description in this catalog.

The Regents External Degree Examinations in business and nursing are designed to test broad areas of competence, rather than knowledge gained through a particular college course(s), and therefore may not carry a specific amount of credit. Colleges may review the content of these examinations in relation to their own course offerings and make a credit

determination. The application of credit toward meeting appropriate Regents External Degree requirements is treated earlier in "Part I – The University of the State of New York Regents External Degrees."

Colleges are not required to grant the applicant credit in the amount listed in this publication, nor, in fact, is the college limited to this amount should it feel that a person's examination performance deserves additional credit.

GRADING POLICIES

College Proficiency Examinations and Regents External Degree Examinations are graded according to a five-letter scale (A,B,C,D, and F), as Pass-Fail, or as standard scores. Generally, colleges require that a minimum grade of C be attained before credit will be granted. Some colleges require a College Proficiency Examination grade of B before they will grant credit. The Regents External Degree Program requires an overall C average for completion of a degree.

For the candidate who possesses the bachelor's degree and wishes to use his proficiency examination performance in lieu of specific course requirements for a New York State teaching certificate or a New York City teaching license, a grade of C, pass, or minimum passing standard score must be achieved. Further information on teacher certification is presented later in this section.

After a candidate has taken a College Proficiency Examination or a Regents External Degree Examination he will be notified of his grade, usually within 90 days of the date of administration. At that time he may request that his grade be sent to colleges, the Regents External Degree office, or other agencies. There is no charge for having grades sent, regardless of the number requested. All grades are confidential. A candidate's College Proficiency Examination or Regents External Degree Examination record will not be released without the written consent of the candidate. If a candidate has requested that his grade results be sent to a college, it is assumed that he is willing to have the college inspect the essay (or problem) section of his answer booklet, should the college so request. A college, therefore, may request a copy of a candidate's answer to the essay or problem section of the examination after the candidate has indicated that the college is to be a recipient of his transcripts. A candidate's answer to the essay or problem section of an examination will be kept no longer than 2 years after the grade on that examination is first reported to the candidate. Individual, cumulative, and permanent records of examination grades are maintained.

EXAMINATION FORMAT

College Proficiency Examinations and Regents External Degree Examinations vary in format and may include multiple choice, short answer, essay, and problem questions. They are a minimum of 3 hours in length. A description of the content of each examination may be found in "Examination Content Descriptions."

USE OF THE EXAMINATIONS

POLICIES ON CREDIT FOR COLLEGE PROFICIENCY EXAMINATIONS AND REGENTS EXTERNAL DEGREE EXAMINATIONS

Most colleges and universities in New York State, as well as a growing number out-of-State, recognize College Proficiency Examinations for credit. Regents External Degree Examinations were first offered in 1973 and may be recognized by colleges in a similar manner. *Before* taking a College Proficiency or Regents External Degree Examination the candidate should check with the college from which he wishes to receive credit to determine if the college will grant credit for that examination. Ninety days after taking the examination the candidate will receive his grade(s) and a Transcript Request Form. If the candidate would like to have his grade(s) sent to a college or university, he may complete the Transcript Request Form specifying the individual at the college to whom the transcript(s) should be sent, and official transcripts will then be issued as directed. Official transcripts will be released only upon written request of the candidate.

Each college establishes its own policy regarding the use of College Proficiency or Regents External Degree Examinations. These policies are often found in the college's catalog, which may be obtained from the director of admissions of the college. Most libraries or high school guidance counselors also have college catalogs available for review. It should be noted that some colleges which grant credit for College Proficiency Examinations do not mention this fact in their catalogs. *Before* taking a College Proficiency or Regents External Degree Examination the candidate should *always* check with the college to determine if the examination he wishes to take is appropriate for his academic program and will be recognized for credit or advanced placement. Each college reserves the right to apply a general policy on the use of proficiency examinations in the fashions most appropriate to the individual seeking credit.

Generally, the college's initial determination on granting credit on the basis of a particular proficiency examination is made by the faculty

of the appropriate department (e.g. the history department may determine the policy on the use of the College Proficiency Examination in European History). In some cases there is further review by some other authority or faculty committee within the college. Inquiry regarding credit-granting policies should be addressed to either the college's registrar, director of admissions, or the chairman of the appropriate department. The time required for a college to take action on a request for credit on the basis of a College Proficiency Examination or Regents External Degree Examination grade varies from institution to institution.

College credit will not be granted until the individual is matriculated or enrolled at a college or university. Persons taking College Proficiency Examinations or Regents External Degree Examinations prior to matriculation should seek counseling at the college to determine how much credit may be granted upon matriculation.

Credit will usually be granted only when the content of the College Proficiency or Regents External Degree Examination matches or parallels the content of the course(s) the college offers in that subject. If the examination does not parallel a course, the college may grant elective credit within the limits of its specific program. Some colleges or academic departments will not grant academic credit for proficiency examination grades, but will award advanced placement or exemption from courses. At some colleges credit-by-examination will be awarded on a provisional basis, until the candidate has completed certain courses at the college. Most colleges establish limitations on the amount of credit which can be earned through proficiency examinations; the college's registrar or director of admissions should be consulted for information on such limitations.

If an individual wishes to transfer from one college to another, credit granted for a proficiency examination may be reevaluated for transfer credit in the same manner as courses taken at the first college.

In most cases credit requirements are satisfied upon satisfactory completion of the examination. However, colleges may request additional proof of competency in the subject matter area. Most knowledge can be tested on a written examination, but in some cases faculty members may want the individual to present evidence that he has the ability to prepare a research paper, or to take a performance test before granting him credit. For example, in the sciences and technical areas, a college may well expect the candidate to demonstrate a degree of laboratory skill and experience.

Colleges are encouraged to contact the College Proficiency Examination Program or Regents External Degree Program offices for further information on the tests or if there are any questions.

New York State Teacher Certification

College Proficiency Examinations and Regents External Degree Examinations may be used to meet certain teacher certification requirements. However, it should be clearly understood that the person who wishes to be certified to teach in New York State must possess the baccalaureate degree in order to obtain provisional New York State teacher certification. In addition, a master's degree or 30 hours of appropriate graduate study must have been completed at a regionally accredited college or university, or at a college registered by the New York State Education Department, for permanent New York State teacher certification. Requirements for teacher certification depend on the area and level for which the certificate is desired. An individual intending to use proficiency examinations to meet requirements for New York State teacher certification should always check with the Division of Teacher Education and Certification before taking the examination, to ascertain that the examination is acceptable in his case.

Proficiency examinations in professional education include reading instruction, educational psychology, and the history and philosophy of education. For further details on examination content see Part IV.

The State Education Department will accept satisfactory Regents External Degree Examination and College Proficiency Examination grades in lieu of course work to satisfy requirements in general education, in the teaching specialty, such as foreign languages or health education, and in education courses. No examination can replace the practice teaching requirement. College Proficiency Examinations and Regents External Degree Examinations may also be used by a certified teacher to earn his certification in a second teaching area.

For specific information on certification requirements, inquiries should be directed to:

Division of Teacher Education and Certification
New York State Education Department
Room 1941
99 Washington Avenue
Albany, New York 12210

The State Education Department's Division of Teacher Education and Certification handles all requests for New York State teacher certification and will evaluate the credentials of a college graduate who wishes to become a certified teacher. The person interested in such evaluation who has received his degree from an American college or university should request the "Application for Certificate." The individual who

has received his degree from an institution outside the United States should request "Form F, Application for Certification with Request for Evaluation of Foreign Credentials." Both forms may be obtained from the Division of Teacher Education and Certification or one of its regional centers. A candidate should not request that College Proficiency Examination or Regents External Degree Examination grades be sent to the Teacher Certification Section of the Division of Teacher Education and Certification or one of its regional centers until he has PRE-FILED an application for certification with the appropriate office.

New York City Teacher Licensure

Some requirements for a New York City teaching license may also be met through College Proficiency Examinations and Regents External Degree Examinations in much the same manner that successful performance on these examinations can be used to satisfy New York State teacher certification requirements. A person who is interested in obtaining the New York City teaching license should get specific information from:

The Board of Examiners
Board of Education of the City of New York
110 Livingston Street
Brooklyn, New York 11201

Salary Credit for Professional Educators

Some school districts in New York State will grant salary credit to their teaching faculty for College Proficiency Examinations and Regents External Degree Examinations in the same manner that salary credits are awarded for completion of college courses. Candidates are urged to check with their local school district personnel office prior to taking an examination to determine if salary credit will be awarded.

New York State Civil Service

The New York State Department of Civil Service will accept College Proficiency Examination or Regents External Degree Examination grades of B or better in lieu of specific course work required for admittance to Civil Service examinations. Candidates wishing to use an examination for this purpose should determine its acceptability by checking with the New York State Department of Civil Service before taking the examination.

Out-of-State Colleges, Departments of Education, and Institutions

Many institutions outside of New York State grant course credit for an acceptable performance on College Proficiency Examinations and Regents External Degree Examinations. College Proficiency Examination or Regents External Degree Examination transcripts may be sent to out-of-State colleges or agencies at the candidate's request.

If a student wishes to transfer to an out-of-State college, proficiency examination credit already granted by a New York State college will probably be treated in the same manner as credit earned for regular college course work.

Turn to Last Page of this Catalog to Order
College Proficiency and
Regents External Degree
Study Guides

METHODS OF PREPARATION

College Proficiency Examinations and Regents External Degree Examinations are difficult and demanding tests. They are designed to measure not only the individual's factual knowledge, but also his ability to use that knowledge effectively. In terms of topics covered and objectives measured, College Proficiency Examinations and Regents External Degree Examinations generally parallel courses offered in New York State colleges and universities. Some of the examinations measure knowledge usually covered in more than one college course. It should be remembered that college professors have regular contact with on-campus students and have many opportunities to gain an accurate sense of each student's capabilities. The applicant for credit-by-examination is evaluated only once — through the examination. It is logical, then, that the person seeking credit-by-examination should be prepared to perform above the minimum expected of the on-campus student.

In order to allow for variations in preparation, the questions on each examination will cover a wider range of material than would ordinarily be studied by any candidate. No one, therefore, should expect to be able to answer all the questions.

Most College Proficiency Examinations are 3 hours in length; Regents External Degree Examinations vary in the length of testing time. Sufficient time is allowed for the well-prepared candidate to complete his examination. Of course, one should observe the time indications closely and not delay excessively over any one question. Generally there will not be time to reconstruct or re-copy essay or problem answers. Therefore, candidates should think through answers to essay or problem questions carefully before beginning to write. In some cases there may be a choice of questions.

EXAMINATION CONTENT DESCRIPTIONS

Examination content descriptions for College Proficiency Examinations and Regents External Degree Examinations may be found in Part IV of this catalog. Examination descriptions outline the material covered and the objectives tested, so that an individual may judge whether he has

the knowledge expected. The description is not a study guide nor is it intended to provide an exhaustive summary of the examination content. It provides general guidelines to topics and objectives covered on the test and should be used as the basis for preparing for the examination. Candidates should consider the content areas of the examination description in relation to the objectives of the examination, since emphasis is on the understanding and application of principles rather than the simple recall of factual information.

COLLEGE PROFICIENCY EXAMINATION AND REGENTS EXTERNAL DEGREE EXAMINATION STUDY AIDS

Study aids have been prepared for most College Proficiency Examinations and Regents External Degree Examinations by the faculty committees that prepared the tests. They are available upon request at no charge. Readings should be selected by the candidate to correspond to the objectives and content areas of the examination content description. Local public librarians are informed about program developments on a regular basis and will be able to assist students in locating and using materials. It should be remembered that the study aids offered by the College Proficiency Examination Program and the Regents External Degree Program are only *suggested* readings. If the books listed are not available, alternative selections may be made. Librarians are well prepared to assist in the selection of study materials and are able to offer alternatives.

As lectures and classroom discussions often provide the classroom student with important background information in addition to the material provided in texts and assigned readings, the independent student should be sure that his reading and/or experiences are broad enough to provide full coverage of each subject. Librarians, for example, will be able to advise on the most recently published material or new developments in various fields as reflected in journal articles.

Candidates should note that neither the College Proficiency Examination Program nor the Regents External Degree Program sponsors or endorses any instructional programs or courses of study.

CANDIDATE COUNSELING REGENTS EXTERNAL DEGREE COUNSELORS

Individuals interested in receiving general information on the Regents External Degree Program, and perhaps some idea of the suitability of

their academic background and interests for enrollment in one of the Regents Degree Programs, may wish to call or make an appointment with a Regents External Degree Counselor in their local area. There are a number of counselors spread across New York State, who act as part-time volunteers for the Program. They can provide general information on College Proficiency and Regents External Degree Examinations, as well as on the external degrees themselves. They may also be able to direct those who approach them to other and perhaps more individually suitable, nontraditional and traditional post-secondary educational opportunities.

For a list of the Regents External Degree Counselors, their institutional affiliation, and addresses, write:

Counseling Office
Regents External Degree Program
99 Washington Avenue
Albany, New York 12210

LIBRARIES

Public libraries, as well as many academic libraries, are anxious to serve independent learners. Many public libraries have adult service librarians or readers' advisors well-versed in programs such as the Regents External Degree or College Proficiency Examinations. Academic libraries have reference librarians with similar capabilities. Expert assistance in obtaining good texts and readings will be provided.

OTHER LEARNING RESOURCES

It may be possible for an interested candidate to make an appointment with an instructor in the appropriate academic area at a local college or university to seek advice in preparing for the College Proficiency Examinations and Regents External Degree Examinations outlined in this catalog. Secondary schoolteachers will often be helpful, for although they do not teach at the college level, they are specialists in their respective fields and will be aware of the better texts, references, and study guides.

Through their evening extension divisions or schools of continuing education, many higher institutions offer both on- and off-campus a wide variety of credit and noncredit courses during late afternoons, evenings, and weekends. Proficiency examinations provide a means for validating work done in these courses. Each institution will supply information on its offerings and many also provide counseling service.

ARTS and SCIENCES

College Proficiency Examinations in the arts and sciences are generally applied towards undergraduate college credit, but may also be used to satisfy certain teacher certification requirements and Regents External Degree requirements. These examinations are usually on the introductory college level, and as the descriptions illustrate, are quite comprehensive in scope.

Individuals should check CPE credit granting policies with specific institutions of higher learning before taking College Proficiency Examinations.

Turn to Last Page of this Catalog to Order
College Proficiency and
Regents External Degree
Study Guides

AFRICAN AND AFRO-AMERICAN HISTORY

Credits: Part I — 3

Part II — 3

The College Proficiency Examination in African and Afro-American History is designed to measure knowledge equivalent to that attained in a 1-year introductory course in this field. The examination is divided into two parts: Part I — African History; Part II — Afro-American History.

OBJECTIVES

The candidate will be expected to have a comprehensive knowledge of historical facts and events of African and Afro-American history. Furthermore, he should be able to examine these details in context, taking into account causes, results, and historical significance. The candidate is also expected to know how to use and interpret maps and other graphic materials, and should be prepared to demonstrate his knowledge and understanding of each of the following content areas.

CONTENT

Part I

African History

For each appropriate area, consideration will be given to the geographical and climatic features, civilizations, political structures, and cultures.

- I. Archeological Findings
 - A. Olduvai Gorge, Tanzania
 - B. Early Man
 - C. Stone Age Man on the Continent
 - D. Monomotapa
 - E. Stone Monoliths
 - F. Rock Paintings
- II. Early Civilizations
 - A. Sahara Desert Region
 - B. Eastern Sudan Region
 - 1. Kush
 - 2. Egypt
 - 3. Axum
 - 4. Ethiopia
 - C. Westera Sudan
 - 1. Ghana
 - 2. Kanem-Bornu

- D. Kongo Region
- E. Southern Region
 - 1. Monomotapa
 - 2. Azania
- III. Medieval Civilizations
 - A. Mali
 - B. Songhai
 - C. Centers of Culture
 - 1. Timbuktu
 - 2. Jenne
 - D. Monomotapa
- IV. Destruction of African Kingdoms
 - A. European Contacts
 - B. Emergence of City-States
 - C. Zulu Wars
 - D. Movement of Luba People, etc.
 - E. Ashanti-Yoruba Wars
- V. European Contacts and Conflicts
 - A. Initial Trade and Cultural Exchange
 - B. African Religious and Military Invasions of Southern Europe
 - C. Eclipse of the African and European Renaissance
 - D. European Religious and Military Invasions of Africa
 - E. Africa as Main Source of Free Labor Supply to the New World
- VI. Arab Contacts and Conflicts
 - A. Initial Trade and Culture Contacts
 - B. Moslem Invasions of Africa
 - C. The Impact of Islam
 - D. Africa as Main Source of Free Labor Supply to the Moslem World
- VII. Colonization and Resistance
 - A. Berlin Conference of 1884
 - B. British Colonies
 - C. French Colonies
 - D. Portuguese Colonies
 - E. Belgian Colony
 - F. Italian Colonies
- VIII. Nationalistic Trends and Pan-Africanism
 - A. Influence of New World African Descendants
 - B. Five Pan-African Congresses

- IX. Re-Africanization
 - A. Decolonization
 - B. Reclamation of Traditional African Culture and Values
 - C. Nation Building

Part II

Afro-American History

- I. Enslavement (15th to 19th century)
 - A. Initiation of European slave trade to the Americas
 - B. Slave routes and treatment of slaves in transit
 - C. Forms of enslavement
 - 1. South America
 - 2. Caribbean
 - 3. North America
 - a. northern
 - b. southern
 - D. Impact of enslavement on the culture of the Afro-American
 - 1. Negation of African background
 - 2. Effect of organized religion
 - 3. Slave codes
 - 4. The process of dehumanization
- II. Resistance to Enslavement
 - A. Haiti
 - B. Slave revolts in the Americas
 - C. Black abolitionists
 - D. Colonization movements
- III. Role and Status in Colonial and Early United States Life
 - A. The Revolutionary War
 - B. Effects of the decisions of the Constitutional Convention
 - C. The War of 1812
- IV. The Civil War and Reconstruction
 - A. The role of the Afro-American in the Civil War
 - B. Emancipation (and the 13th, 14th, and 15th amendments)
 - C. Freedman's Act
 - D. Participation in the legislative process
 - E. Black Codes
 - F. Political and economic repression

- V. The Beginnings of Black Nationalism
 - A. Early "back to Africa" movements
 - B. Martin R. Delany
 - C. William E. DuBois and William M. Trotter
 - D. Marcus Garvey
 - E. Black Muslims

- VI. Protest and Accommodation
 - A. Frederick Douglass
 - B. Booker T. Washington
 - C. Niagara Movement (NAACP)
 - D. Urban League
 - E. Martin Luther King (and the SCLC)
 - F. SNCC
 - G. CORE

- VII. Art, Music, Literature, and Dance
 - A. Art (forms and artists)
 - 1. Henry O. Tanner
 - 2. Richard Barthe, etc.
 - B. Music (forms and artists)
 - 1. William C. Handy
 - 2. William G. Still
 - 3. Samuel Coleridge-Taylor
 - 4. Paul Robeson, etc.
 - C. Literature
 - 1. Gustavus Vassa
 - 2. Prince Hall
 - 3. David Walker
 - 4. Charles W. Chestnutt – Paul L. Dunbar
 - 5. Claude McKay – J. Langston Hughes (Harlem Renaissance)
 - 6. Richard Wright
 - 7. Baldwin – Jones – Brooks – Ellison (the new generation of black writers)

- VIII. Science and Invention
 - A. Slave inventions
 - B. 18th century (e.g., Banneker, Temple)
 - C. 19th century (e.g., Matzeliger, Rillieux)
 - D. 20th century (e.g., Morgan, Carver, Drew, Williams)

- IX. Self-Determination
 - A. Malcolm X
 - B. Urban disorders
 - C. Redirection of SNCC – Stokely Carmichael
 - D. Black Panthers
 - E. Pan-Africanism (1960-70)

SUGGESTED STUDY AID

A bibliography of suggested readings may be ordered free from:
College Proficiency Examination Program — Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12210

CPE COMMITTEE IN AFRICAN AND AFRO-AMERICAN HISTORY

Roscoe Brown, New York University
Jerome Dukes, State University of New York at Albany
Edwina Johnson, Fordham University
Josephine B. Jones, Hostos Community College
Maina Kagombe, Hunter College of The City University of New York
James Miller, Trinity College

AMERICAN HISTORY

Credits: 6

The College Proficiency Examination in American History is designed to test achievement equivalent to that attained in an introductory college course in American History.

OBJECTIVES

The candidate will be expected to have a comprehensive knowledge of historical facts and events. Furthermore, he should be able to examine these historical details in their contexts, taking into account causes, results, and historical significance. He will be expected to know how (a) to read historical material analytically and critically, (b) to weight historical evidence and interpretations, and (c) to arrive at conclusions on the basis of facts. He will be expected to have a knowledge of historians and their interpretations of American History. It will be expected that he know how to use and interpret documents and maps and other graphic materials.

CONTENT

The candidate will be expected to have more than a textbook knowledge of many of the topics covered by the examination, and should be able to deal intensively with some of them. Knowledge gained from general historical works, special studies, and biographies may be utilized in answering essay questions.

Certain important topics, not restricted to a single historical period, are listed below. It is not expected that every candidate will have covered all of them, but he should have covered enough and in sufficient depth to show that he has a coherent understanding of American History.

- I. America and Europe: transplantation of institutions and ideas; diplomatic and economic ties
- II. Population shifts: the westward movement, significance of the various frontiers, territorial expansion, land policy, immigration, urbanization
- III. Making of American nationalism: constitutionalism, economic developments, wars and diplomacy, the Supreme Court, national heroes, literature and the arts
- IV. Divisive ideas and interests in American History: sections, classes, States' rights, minorities
- V. Development of political ideas: the European heritage, colonial contributions, federalism, the Constitution, the "conservative" versus the "liberal" tradition
- VI. The political party system: origins, contests, evolution, minority parties
- VII. Business enterprise in America: types and methods of organization in commerce, industry, and finance; achievements; business cycles; technology
- VIII. American labor systems and organizations; indentured servitude, slavery, wage labor, contract labor, unions, legislation
- IX. American agriculture: the shift from subsistence to commercial agriculture, agrarianism, mechanization, subsidies, legislation
- X. Government and the American economy: regulation, protection, promotion
- XI. America's reform movements: roots, varieties, methods, achievements
- XII. America as a world power: 19th-century background, imperialism, the quest for security
- XIII. Wars and their impact on the United States: causes, conduct, consequences
- XIV. Leadership in America: political, economic, intellectual, religious, educational, military

SUGGESTED STUDY AIDS

1. A bibliography of recommended readings may be ordered from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12210

2. The courses, *History of United States: 1492-1865* and *History of United States: 1865-present* will be offered by the Independent Study Program of Empire State College, 2 Union Avenue, Saratoga Springs, New York 12866.

3. *An Advanced Placement Course in American History*, University Extension Division, The University of Nebraska, Lincoln, Nebraska 68508.

This home study course is given, through correspondence, by qualified instructors of the Extension Division of the University of Nebraska. Information on tuition and on textbook costs can be obtained from the University of Nebraska.

The course outline (syllabus) *without any instruction* is available from the Extension Division for \$5.

CPE COMMITTEE IN AMERICAN HISTORY

Selig Adler, State University of New York at Buffalo
Ralph A. Brown, State University College at Cortland
David M. Ellis, Hamilton College
Joseph Grande, D'Youville College
Manfred Jonas, Union College

AMERICAN LITERATURE

Credits: 6

The College Proficiency Examination in American Literature is designed to test the level of proficiency attained in the study of the literary expression of the American people from the beginning of the 18th century to the present, with strong emphasis on the major writers of the 19th century. The examination assumes preparation equivalent to that of students taking a two semester survey course in American literature. The examination is a combination of multiple choice and essay questions. Essay questions are likely to focus closely on single works of major authors.

OBJECTIVES

The candidate will be expected to demonstrate a certain amount of factual information, but *analytical* and *interpretative* abilities are of greater importance, and are given primary emphasis on the examination.

A. Factual Information

1. Details of a given work including identification of well-known or crucial passages, characters, situations, plots, literary allusions, central themes.
2. Historical and biographical facts.
3. Terms such as transcendentalism, imagism, puritanism, veritism, which are particularly important in discussion of American writing, and such common terms as realism, romanticism, and naturalism as they apply to American literary history.
4. General details of prosody.

B. Analytical and Interpretative Abilities

1. The content or technique of a single work and the relation of any significant part in a work to other significant parts.
2. The content or technique of one work in relation to others by the same author, including the subtler elements of form and substance which can best be revealed by comparison of several works by the same author. For example: matters of prosody, metaphor, symbol, irony; changes in belief; shifts from simple structure in one novel to complex or confused structure in another; and the recurrence of characters or themes.
3. Relationships among authors, works, and events which together constitute a literary period.
4. Relationships of authors and works of one period to those of another, including such matters as significant similarities and contrasts, influences on form or content, the development of themes or of a literary style, the continuing concern or the sudden lack of concern with social, economic, religious, ethical, or other problems.

C. Critical Judgment

The candidate should be able to make and defend critical judgments about works he has read.

CONTENT

PREPARATORY READING

All works are required. There will be more emphasis on the major authors (I) than on the minor authors (II). Study should not be limited to the selection of works listed. No specific questions will be asked on

works not listed, but the wider the reading in an author's works, the better the candidate's understanding is likely to be.

I. Major authors

A. EDGAR ALLAN POE

STORIES: "Ligeia," "The Fall of the House of Usher," "The Black Cat," "The Man in the Crowd," "The Purloined Letter"

POEMS: "To Helen," "Israfel," "The City in the Sea," "The Raven," "Annabel Lee," "Dreamland"

ESSAYS: "The Philosophy of Composition," "The Poetic Principle," Review of Hawthorne's *Twice Told Tales* (1842)

B. RALPH WALDO EMERSON

POEMS: "Days," "Brahma," "Hamatreya," "Bacchus," "Merlin," "Each and All," "Grace," "Concord Hymn," "Boston Hymn," "The Problem," "Give All to Love," "Ode Inscribed to W. H. Channing"

ESSAYS: "The American Scholar," "Self-Reliance," "Experience," "The Poet," "Emancipation in the British West Indies"

C. HENRY DAVID THOREAU

Walden, "Civil Disobedience," and "Plea for Captain John Brown"

D. NATHANIEL HAWTHORNE

The Scarlet Letter

STORIES: "Young Goodman Brown," "Rappaccini's Daughter," "The Gentle Boy," "My Kinsman Major Molineux," "Ethan Brand," "The Minister's Black Veil"

E. HERMAN MELVILLE

Moby Dick, "Benito Cereno"

F. SAMUEL L. CLEMENS (MARK TWAIN)

Adventures of Huckleberry Finn, "The Man That Corrupted Hadleyburg," "Fenimore Cooper's Literary Offenses"

G. EMILY DICKENSON

POEMS: "Success is counted sweetest," "These are the days when birds come back," "I shall know why — when time is over," "I taste a liquor never brewed," "There's a certain Slant of light," "Of bronze — and blaze," "The Soul selects her own Society," "God is a distant — stately lover," "I had not minded — walls," "'Twas like a maelstrom, with a notch," "This was a poet — it is that," "I died for beauty — but was scarce," "I heard a fly buzz — when

I died," "A solemn thing within the soul," "I started early — took my dog," "I think the hemlock likes to stand," "I like to see it lap the miles," "I cannot live with you," "Essential Oils are wrung," "Because I could not stop for Death," "On a columnar self," "A narrow Fellow in the grass," "Further in summer than the birds," "Tell all the truth but tell it slant," "A route of evanescence," "My life closed twice"

H. HENRY JAMES

The Portrait of a Lady, "The Art of Fiction"

I. WALT WHITMAN

Preface to *Leaves of Grass* (1855 edition), and Poems: "Song of Myself," "Drum Taps," "The Sleepers," "Crossing Brooklyn Ferry," "When Lilacs Last in the Dooryard Bloom'd," "Out of the Cradle Endlessly Rocking," "Song of the Open Road," "Pioneers! O Pioneers!"

II. Minor authors

GROUP A

1. EDWARD TAYLOR

POEMS: "Huswifery," "Upon a Spider Catching A Fly," "Upon the Sweeping Flood," "The Joy of Church Fellowship Rightly Attended," "The Glory of and Grace in the Church Set Out," "The Reflexion"

2. BENJAMIN FRANKLIN

Autobiography, "On the Slave Trade"

3. THOMAS PAINE

"African Slavery in America," "The American Crisis" (Chapters 1 and 16)

GROUP B

1. WILLIAM CULLEN BRYANT

POEMS: "Thanatopsis," "To a Waterfowl," "Inscription for the Entrance to a Wood," "To a Fringed Gentian," "A Forest Hymn," "The Antiquity of Freedom"

2. JAMES FENIMORE COOPER

The Deerslayer, *The Pioneers*

3. WASHINGTON IRVING

"Rip Van Winkle," "The Legend of Sleepy Hollow," "The Author's Account of Himself"

4. HARRIET BEECHER STOWE

Uncle Tom's Cabin

GROUP C

1. HENRY WADSWORTH LONGFELLOW

POEMS: "Poems on Slavery," "Divina Commedia" (sonnets I to VI), "The Tide Rises, The Tide Falls," "The Jewish Cemetery at Newport," "Shakespeare," "A Nameless Grave," "Serenade," "The Building of the Ship," "The Cross of Snow," "Jugurtha," "My Lost Youth," "The Wreck of the Hesperus"

2. JOHN GREENLEAF WHITTIER

POEMS: "Telling the Bees," "Snow-Bound," "Ichabod," "Skipper Ireson's Ride," "Massachusetts to Virginia," "Laus Deo"

3. OLIVER WENDELL HOLMES

"The Inevitable Trial," and Poems: "Old Ironsides," "The Deacon's Masterpiece," "The Chambered Nautilus," "My Aunt"

4. JAMES RUSSELL LOWELL

POEMS: "A Fable for Critics," "The Present Crisis"

GROUP D

1. STEPHEN CRANE

Maggie, A Girl of the Streets, "The Open Boat," "The Bride Comes to Yellow Sky," "The Blue Hotel," "The Monster"

2. WILLIAM DEAN HOWELLS

A Modern Instance

3. HENRY ADAMS

The Education of Henry Adams

4. THEODORE DREISER

Sister Carrie

GROUP E

1. EDWIN ARLINGTON ROBINSON

POEMS: "Eros Turannos," "Mr. Flood's Party," "Issac and Archibald," "The Man Against the Sky," "Luke Havergal," "Miniver Cheevy," "Richard Cory"

2. ROBERT FROST

POEMS: "Design," "Provide, Provide," "Stopping by Woods on a Snowy Evening," "The Death of the Hired Man," "Home Burial," "Mending Wall," "Birches," "Departmental," "Fire and Ice"

3. T. S. ELIOT

POEMS: "The Love Song of J. Alfred Prufrock," *The Waste Land*, "Animula," "Marina," "A Song for Simeon," "Journey of the Magi"

ESSAY: "Tradition and the Individual Talent"

GROUP F

1. ERNEST HEMINGWAY

The Sun Also Rises, "Indian Camp," "The Doctor and the Doctor's Wife," "The Snows of Kilimanjaro," "Three Day Blow," "Big Two-Hearted River," "In Another Country," "A Clean Well-Lighted Place"

2. WILLIAM FAULKNER

The Sound and the Fury

3. RICHARD WRIGHT

Native Son

4. RALPH ELLISON

The Invisible Man

SUGGESTED STUDY AIDS

1. A study guide may be ordered free from:

College Proficiency Examination Program — Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12210

2. The course, *American Literature*, will be offered by the Independent Study Program of Empire State College, 2 Union Avenue, Saratoga Springs, New York 12866.

CPE COMMITTEE IN AMERICAN LITERATURE

Johannes Bergmann, State University of New York at Albany
Joseph Sandman, Canisius College
Jane Saunders, Orange County Community College
Joseph Slater, Colgate University

APPLIED MUSIC

Credits: 2 per instrument (minor)

2-4 per instrument (major)

There is a College Proficiency Examination in Applied Music for each of the following:

Piano
Violin
Viola
Cello
String Bass
Flute

Oboe
Clarinet
Bassoon
Saxophone
Trumpet (Cornet)
French Horn

Trombone
Baritone Horn
Tuba
General Percussion
Voice

Each CPE in Applied Music will be an evaluation of the candidate's performance on one of the above instruments or voice, by a "jury" of college instructors of music. Each will assume preparation equivalent to that received in a 2-credit college course for the minor examination, or a 2- to 4-credit college course(s) for the major examination.

OBJECTIVES

The candidate will be evaluated in the following areas which will be weighted approximately equally:

Repertory — outlined in the Description of Content.

Technique — tone quality, facility, intonation, and related theoretical knowledge.

Sight reading.

The amount of time necessary for the examination will be at the discretion of the examiners but will generally last 15 to 30 minutes.

MINOR CREDIT

CONTENT

I. Instrumental

The candidate will be required to:

- A. Demonstrate the Basic Elements as outlined in Levels One and Two of the *Handbook for Applied Music*.*
- B. Perform from two prepared, but not necessarily memorized, études of contrasting styles selected from the method books listed as Level Two or Elementary, as specified for the appropriate instrument in the *Handbook for Applied Music*. He may select equivalent or more advanced material, at his discretion.
- C. Perform one prepared, but not necessarily memorized, solo, in its entirety, selected from at least Level Two of the *Handbook for Applied Music*.
The (nonpiano) instrumentalist is not required to have an accompanist for his solo performance, but may do so if he wishes.
- D. Perform, at sight, material comparable to that listed at Level One of the *Handbook for Applied Music*.

II. Vocal

The candidate will be required to:

- A. Demonstrate, in his performance, the six fundamental vocal techniques as outlined in the *Handbook for Applied Music*.

* *Handbook for Applied Music*, is available from The Publications Distribution Unit, New York State Education Department, Albany, New York 12224. A remittance of \$0.40 should be sent, payable to the New York State Education Department.

- B. Sing three prepared, but not necessarily memorized, contrasting solos from the standard vocal literature, comparable stylistically to those listed in at least Level Two of the *Handbook for Applied Music*. At least one solo must be in Italian.

The vocal candidate will be required to make arrangements for his own accompaniment for his solos. He may not accompany himself at the examination. A recorded accompaniment may be used provided copyright regulations are not violated. The candidate must supply his own equipment.

- C. Sing, at sight, material comparable to that listed in Level One of the *Handbook for Applied Music*.

MAJOR CREDIT

CONTENT

I. Instrumental

The candidate will be required to:

- A. Demonstrate the Basic Elements as outlined in Level Five of the *Handbook for Applied Music*.
- B. Perform from two prepared, but not necessarily memorized, études of contrasting styles selected from the method books listed as Level Five, as specified for the appropriate instrument in the *Handbook for Applied Music*. He may select equivalent or more advanced material, at his discretion.
- C. Perform two or three prepared solos from varying periods, in their entirety, one of which must be memorized, selected from at least Level Five of the *Handbook for Applied Music*. The (nonpiano) instrumentalist is not required to have an accompanist for his solo performance, but may do so if he wishes.
- D. Demonstration of minimal sight reading skill is required.

II. Vocal

The candidate will be required to:

- A. Demonstrate, in his performance, the six fundamental vocal techniques as outlined in the *Handbook for Applied Music*.
- B. Sing three prepared, contrasting solos (one of which must be memorized) from the standard vocal literature, comparable stylistically to those listed in at least Level Five of the *Handbook for Applied Music*. At least one solo must be in Italian.

The vocal candidate must make arrangements for his own accompaniment for his solos. He may not accompany himself at the examination. A recorded accom-

paniment may be used provided copyright regulations are not violated. The candidate must supply his own equipment.

C. Demonstration of minimal sight reading skill is required.

CPE COMMITTEE IN APPLIED MUSIC

Walter Beeler, Ithaca College

Mark Dolliver, Jr., C. W. Post College

Everett Gates, Eastman School of Music

Howard Marsh, State University College at Fredonia

Jerrold Ross, New York University

BIOLOGY

Credits: 6

The College Proficiency Examination in Biology is based upon the introductory college course in biology.

OBJECTIVES

The examination presupposes that in his study the candidate has emphasized the fact that fundamental principles apply to both plants and animals. The overall approach assumed is dynamic, including constant attention to functional morphology. Since evolution is a fundamental theme in biology, understanding will be expected of the interdependence of organism and environment, with stress on animal adaptations and behavior. Since a thorough understanding of concepts in biology involves chemistry, the candidate will be expected to have a background in that subject.

CONTENT

- I. Unity Among Living Things: Protoplasm, Cells, and Cellular Metabolism
 - A. General structure of cells as revealed by electron microscopy
 1. Cell wall, cell membrane, plasma membrane, endoplasmic reticulum, ribosomes, mitochondria, plastids, vacuoles, lysosomes, centrioles, Golgi apparatus, nuclear membrane, nucleus, and chromosomes
 - B. Biochemistry
 1. Fundamentals
 - a) Properties and distribution of elements with emphasis on carbon, hydrogen, oxygen, nitrogen,

- phosphorus, and sulfur ions, valence pH, concepts of free energy and entropy
- b) Compounds, particularly carbon compounds
- 2. Carbohydrates: pentoses, hexoses, monosaccharides, disaccharides, polysaccharides
- 3. Lipids: fats, saturated and unsaturated fatty acids, glycerol, steroids
- 4. Proteins: amino acids, peptide linkage, dipeptides and polypeptides, simple and conjugated proteins, denaturation of proteins
- 5. Nucleic acids: DNA, RNA, nucleotides
- C. Origin of energy sources and their transformation in cells
 - 1. Photosynthesis
 - a) Structure of chloroplasts, structure of grana, chemistry of chlorophyll, factors affecting synthesis of chlorophyll, chromatographic techniques for separating pigments, role of pigments in photosynthesis
 - b) Dark and light phases of photosynthesis; important chemical reactions in CO_2 fixation, role of light, phosphorylation
 - c) History of major experiments such as those of Van Helmont, Priestley, Ingenhousz, Blackman, Ruben and Kamen, Calvin and Benson
 - 2. Respiration of carbohydrates
 - a) ATP: composition, functions, phosphagens, "high energy" bond formation and transfer
 - b) Anaerobic phase: important chemical reactions of glycolysis and alcoholic fermentation
 - c) Aerobic phase: important chemical reactions, Krebs cycle
 - d) Relative efficiency of aerobic and anaerobic phases
 - e) Hydrogen and electron transfer systems: pyridine and flavin nucleotides, cytochrome system
 - f) Enzymes: (1) dehydrogenases, carboxylases, oxidases, phosphorylases; (2) major coenzymes and their functions; (3) vitamins in relation to enzymes and coenzymes
 - 3. Respiration of fats and proteins
 - a) Fats: beta oxidation, relation to the Krebs cycle and acetyl-CoA, glycol in relation to carbohydrates
 - b) Proteins: deamination and transamination, formation of urea (arginine-ornithine cycle), relation of "carbohydrate fraction" of amino acids to metabolites of Krebs cycle

- D. Basic synthesis of carbohydrates, proteins, fats
 - 1. Carbohydrates: polymerization, dehydration synthesis, general structure of starch, cellulose, glycogen
 - 2. Proteins: relation to ribosomes, endoplasmic reticulum, DNA, RNA, and genes
 - 3. Fats: relation to the Krebs cycle and acetyl-CoA
 - E. Passage of materials into and out of cells
 - 1. Chemical composition and structure of the cell wall and cell membrane
 - a) Plasmodesmata in plant cells, effects of structure on selective permeability
 - b) Relation of cell membrane to endoplasmic reticulum
 - 2. Penetrating particles: concentration, charge, size, solubility
 - 3. Effects of hypertonic, hypotonic, and isotonic solutions on cells
 - 4. Active transport
 - 5. Pinocytosis
 - F. Mitosis and cytokinesis
 - 1. Structure and function of the nucleus
 - 2. Mitotic apparatus
 - 3. Phases of mitosis
 - 4. Method of DNA replication
 - 5. Cytokinesis in animal and plant cells
- II. Diversity Among Living Things: Structure, Function, Reproduction, Development, Evolution, Distribution, and Classification
- A. Viruses (including phages)
 - 1. Questions as to their nature
 - 2. Replication
 - B. Bacteria
 - 1. Morphology and physiology: types, spore formation, respiration (aerobic facultative, and obligate anaerobic), fermentation
 - 2. Modes of nutrition including photosynthesis and chemosynthesis
 - 3. Relation to the carbon and nitrogen cycles
 - C. Fungi
 - 1. Major characteristics of slime molds and true fungi
 - 2. Reproduction in rhizopus, neurospora, puccinia
 - 3. Economic importance
 - D. Green algae
 - 1. Major characteristics
 - 2. Reproduction to illustrate meiosis, zoospore formation, isogamy, heterogamy

3. Relationship to the evolution of higher plants: biochemical similarities, alteration of generations
- E. Bryophyta: emphasis should be placed upon the adaptations to a terrestrial environment both in the vegetative structures and in the methods of reproduction
 1. Characteristics of mosses and liverworts
 2. Life cycle of a representative form
- F. Tracheophyta
 1. Ferns: life cycle with the emphasis on alternation of generations
 2. Pine: structure of the seed with the emphasis on its evolutionary significance
 3. Angiosperms
 - a) Reproduction and life cycle: (1) flower — structure, details of the male and female gametophyte generations, relationships to insects in geologic time and in adaptations for pollination, initiation of flowering-photoperiodism; (2) seed — development of embryo sporophyte in the seed, differences between monocots and dicots, dormancy, germination, economic importance; (3) fruit — relationship to seed dispersal, auxins as related to parthenocarpy, economic importance; (4) vegetative reproduction
 - b) Structure and physiology of the sporophyte: (1) root, leaf, and stem of a typical herbaceous plant; (2) water and mineral absorption, movement; (3) food translocation and storage; (4) growth from the seed and maturation to include primary and secondary tissues, cell enlargement, cell differentiation; (5) irritability — tropisms and other movements, relationship of auxins
- G. Invertebrates — structure, function, and distribution
 1. Protozoa: to be studied as simple organisms solving fundamental problems of existence, free-living and parasitic forms to be considered
 2. Coelenterata: tissue grade of organization, cell specialization, regeneration, nerve-net structure
 3. Platyhelminthes: bilateral symmetry, cephalization, organ systems, mesodermal structures, free-living versus parasitic forms
 4. Echinodermata: phylogenetic relationships to chordata
 5. Annelida: general body plan, trochophore larva, schizocoel, segmentation
 6. Arthropoda: general body plan, adaptations to a land environment, respiratory mechanisms of the various classes, hormones affecting the metamor-

phosis of insects, economic importance

Note: The invertebrate phyla listed above have been selected on the basis of phylogenetic significance. Mollusca, Porifera, and Nematoda *should* also be studied.

H. Chordates: structure, function, reproduction, development, classification, evolution, and distribution

Laboratory study of the structure and function of organ systems of some vertebrate such as a frog, rat, or fetal pig. The candidate is expected to have acquired some familiarity with the invertebrate chordates, the notochord of invertebrate chordates and of vertebrates, and various vertebrate classes.

1. Digestive system: structure, enzymes, nervous and hormonal control, absorption
2. Respiratory system: the breathing mechanism in a fish, in an amphibian, and in a mammal; gaseous exchange in lungs, gills, and skin; relationship to cellular respiration
3. Circulatory system: composition and functions of blood and lymph, immunity, homeostatic control of blood composition, patterns of circulation in an amphibian and in a mammal, renal and hepatic portal systems
4. Excretory system: general structure; detailed structure of a nephric unit and functions performed in each part; relationship of the kidney to homeostasis; sweat glands; the liver as an excretory organ, including urea formation
5. Skeletal and muscular system: the basic structural plan of the skeleton and the relation of muscles to skeletal movements, ligaments, tendons, antagonistic action of muscles, muscle physiology
6. Integrative systems
 - a) Central nervous system: the five major divisions of the brain, functions of parts of the brain and spinal cord, cranial and spinal nerves, types and structure of neurons, nature of the nerve impulse, synaptic transmission, reflex arc, conditioned reflex
 - b) Autonomic nervous system: structure, function, and neurohumors of sympathetic and parasympathetic divisions; relationship of the sympathetic division to the adrenal medulla
 - c) Endocrine glands: pituitary, thyroid, islets of Langerhans (alpha and beta cells) parathyroids, gonads, adrenals, hormones affecting the digestive glands, relationship of the pituitary to the brain

7. Reproductive system
 - a) Structure
 - b) Details of oogenesis and spermatogenesis
 - c) Hormonal control of sperm and egg production and uterine development in mammals
 - d) Fertilization in land and water organisms
 - e) Natural and artificial methods of parthenogenesis
8. Development of an animal embryo
 - a) Effects of yolk upon embryological development
 - b) Early embryology of a homolecithal egg
 - c) Early embryology of an amphibian egg through the neurula stage
 - d) Germ layer origins of organ systems
 - e) Formation and function of four extra-embryonic membranes of a reptile or bird
 - f) Formation of the placenta and umbilical cord and their functions
 - g) Pattern of circulation in a mammalian embryo and the changes occurring at birth

III. Continuity of Living Things

- A. Genetics: plant, animal, and human examples should be considered
 1. Meiosis: phases, synapsis and crossing-over, tetrad formation, animal and vegetal poles
 2. Classical genetics and the development of the gene theory
 - a) Mendel's work and principles
 - b) Sutton's hypothesis — relating Mendelian laws to chromosomes
 - c) Morgan's experiments establishing genes as portions of chromosomes
 - d) Lethal factors
 - e) Multiple alleles — blood types
 - f) Factor interaction resulting in modified two-factor ratios
 - g) Multiple factors — relation to the normal probability curve
 - h) Mechanisms of sex determination (XY, WZ, XO, monoploid-diploid)
 - i) Sex linkage in humans and in fruit flies
 - j) Techniques of mapping the chromosomes: percentage of crossing-over
 3. Mutations: genic and chromosomal (deletions, duplications, translocations, inversions), ploidy, induction of mutations, relationship to evolution
 4. Mechanism of gene action: experiments with Neurospora, gene-enzyme relationships with illustrations

in humans (phenylketonuria, alkaptonuria, sickle-cell anemia)

5. Experiments that indicate the relationships between DNA and genes: bacterial transformations, bacterial viruses
6. Genetic code: experiments to illustrate the techniques employed, relation to protein synthesis
7. Examples of cytoplasmic inheritance
8. Population genetics: Hardy-Weinberg Principle and its relation to natural selection and genetic drift (see Evolution.)

B. Evolution

1. Theories of the origin of life
2. Criteria for determining the nature of a species
3. Evidence for evolution from biochemistry, morphology, embryology, physiology, paleontology, and geographical distribution
4. Theories of the mechanism of evolution
 - a) Lamarck's theory of use and disuse
 - b) Darwin's theory of natural selection
 - c) DeVries and mutations
 - d) Modern concepts
5. Factors influencing natural selection and speciation: population genetics (size, isolation, genetic drift), adaptive radiation (suggested example -- Darwin's Finches on the Galapagos)
6. The evolution of man

IV. Ecological Relationships Among Living Things

It is assumed that the relationship between the organism and its environment has received attention throughout the course. The purpose of this section is to summarize the information thought desirable.

A. Physical (Abiotic) factors: soil, water, temperature, light, atmosphere, radiation

B. Biotic factors

1. Cycle of the elements (especially carbon and nitrogen)
2. Food chains -- relationships with regard to numbers, mass, size, energy flow
3. Symbiosis: mutualism, parasitism, commensalism
4. Succession
5. Social relationships (ants, bees, birds, deer)

SUGGESTED STUDY AIDS

1. A bibliography of recommended readings may be ordered free from:

College Proficiency Examination Program -- Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12210

2. A 28-page pamphlet, *Biological Frontiers*, by Lorus J. and Marjorie Milne is available for \$.60 from the Public Affairs Committee, 381 Park Ave., S., New York, New York 10016.

CPE COMMITTEE IN BIOLOGY

William Beckert, St. John's University
Harry Brenowitz, Adelphi University
Sister Grace Geisler, Nazareth College of Rochester
Carroll Knowlton, Orange County Community College
Harold Powers, State University College at Oswego

EARTH SCIENCE

Credits: 6

The College Proficiency Examination in Earth Science is designed to test achievement equal to that attained in an introductory course in earth science. The candidate is expected to demonstrate his knowledge and understanding of each of the content areas below. Emphasis will be upon the relationships and interactions among the various areas which make up the earth sciences.

OBJECTIVES

The candidate should be able to:

- A. Recall and use factual knowledge.
- B. Interpret data and make inferences.
- C. Solve problems including the manipulation of numerical data and the reading and interpretation of graphs; weather, oceanographic, and geologic maps and cross sections.
- D. Identify contributions of major earth scientists.
- E. Devise experiments to demonstrate principles and to solve specified problems in earth science.
- F. Demonstrate familiarity with major scientific instruments and methods.

CONTENT

I. Earth and the Universe

Relative dimensions and organization of galaxies, stars, planets; starlight; motion; masses; radiation; variable and multiple cluster stars; origin and development of stars; nebulae; solar features and activity; sun as a source of energy; solar system's members, real and apparent motions; meteorites

II. Earth as a Planet

Size, shape, mass; latitude, longitude, time; proofs and consequences of rotation (coriolis effect); revolution; earth-moon relations (tides, eclipses); geographic distribution of gravity and magnetic field; conditions for orbiting satellites (illumination, time, dimension)

III. The Solid Earth

Mineral structures and properties; rock composition, texture; principles of rock classification; making and interpretation of geologic and topographic maps; construction of cross sections; earth model, structure and composition of earth's interior

IV. Earth's Envelopes

Layers of atmosphere; heat budget; radiation balance; atmospheric composition, structure and circulation; oceanic circulation; elements of weather, clouds, form of precipitation, air masses, fronts, storms; weather map interpretation; regional climate

V. Earth's Processes

Water cycle, rock cycle, energy exchange, geomorphology, tectonics, vulcanism; rock weathering; soils; erosion; sediment transport; deposition, lithification; metamorphism; biological processes; glaciation; earthquakes; faulting; folding

VI. Earth's Past

Origins and evolution of life, historical geology, ancient climates, atmosphere, oceans, solar systems; geochronology, radiometric dating; superposition; continental development, faunal succession, stratigraphic interpretation

SUGGESTED STUDY AID

A list of suggested readings may be ordered free from:

College Proficiency Examination Program — Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12210

CPE COMMITTEE IN EARTH SCIENCE

Arthur Bloom, Cornell University
M. Ira Dubins, State University College at Oneonta
Samuel Katz, Rensselaer Polytechnic Institute
Richard Ordway, State University College at New Paltz
Paul M. Shaver, State University College at Oswego
Robert Sutton, The University of Rochester

EUROPEAN HISTORY

Credits: 6

The College Proficiency Examination in European History is based upon the introductory two-semester college course in modern European history.

OBJECTIVES

The candidate will be expected to demonstrate:

- A. A knowledge of the general narrative and the major details of European History from the Renaissance to the present. The essay section of the examination will emphasize the period from the 18th century to the present.
- B. An ability to see facts of history in context; interpret, explain, and relate historical movements; distinguish causes, results, and significances; read historical materials in a discriminating way; and weigh evidence and reach conclusions on the basis of fact. A person with an adequate knowledge and understanding of history is expected to write with economy, grace, and above all, with relevance.

CONTENT

- I. The Renaissance
 - A. Meaning
 - 1. Changing interpretations of the Renaissance
 - 2. General characteristics of Renaissance society
 - B. Italian Renaissance
 - 1. Social, political, and economic trends of the 14th and 15th centuries
 - 2. Humanism — the return to classical models and the development of vernacular literature
 - 3. Art and architecture
 - C. Spread of the Renaissance
 - 1. Beyond the Alps
 - 2. Differences between the humanism of Italy and that of Northern Europe
 - 3. Erasmus, More, Rabelais
 - D. Age of Discovery and Exploration
 - 1. Economic trends and techniques in the 16th century
 - 2. Search for new routes to the East
 - 3. Pioneer work of Portugal and Spain
 - 4. Commercial Revolution
- II. The Reformation
 - A. The Late Medieval Background
 - 1. Social, economic, and political changes
 - 2. Religious reform movements of the late middle ages and the decline of the Medieval Papacy

B. Lutheranism

1. Life and theology of Martin Luther
2. Spread of Lutheranism: Germany and the Scandinavian countries
3. Religious Peace of Augsburg and the division of Germany

C. Calvinism

1. Life and theology of John Calvin
2. Spread of Calvinism

D. Anglicanism

1. Religious conditions in England at the beginning of the 16th century
2. Church and politics under the Tudors

E. Catholic Reformation

1. The spirit of Catholic reforms – the new religious orders and the new piety in the early 16th century
2. Council of Trent and the institutional changes in the Church of the late 16th century

F. The Age of Religious Wars, 1559–1648

1. Civil war and rebellion in France, England, and Holland in the late 16th century
2. The Thirty Years' War—origins, phases, and results

III. From The Age of Absolutism to Enlightened Despotism

A. Spain

1. The Age of Gold – Charles V and Philip II
2. Decline of Spain in the 17th century

B. France

1. The 16th Century – the “new monarchy” of France; Valois decadence and civil war
2. Life and policies of Henry IV, of Richelieu, and of Mazarin
3. Age of Louis XIV: France at home and abroad

C. England

1. Nature of Tudor absolutism
2. Struggle between Stuarts and Parliament
3. Puritan Civil War
4. Glorious Revolution: causes and results

D. The Germanies

1. Rise of Prussia and the Hohenzollern dynasty
2. Frederick II
3. Austria and Maria Theresa

E. Russia

1. Rise and expansion of Muscovy
2. Attainment of “great power” status under Peter the Great and Catherine the Great

3. Economic, social, and political conditions at the end of the 18th century

F. Culture During the 17th and 18th Century

1. Baroque and Rococo — art, music, and main currents in literature
2. The Scientific Revolution (Copernicus, Galileo, Kepler, Descartes, Newton)

IV. Age of Revolution

A. Cultural Background of the French Revolution

1. The Intellectual Revolution and the Enlightenment — Locke, Montesquieu, Rousseau, etc.
2. The American Revolution and its impact upon Europe

B. France under the Old Regime

1. Central and local government
2. Social classes
3. Economic and financial conditions
4. Failure of reform

C. The French Revolution, 1789–1795

1. The coming of the Revolution, 1789
2. The course of the Revolution, 1789–1794
3. The Reaction, 1794–1795
4. The Revolution outside of France

D. The Constitutional Republic, 1795–1799

1. Government of the Directory
2. Rise of Napoleon Bonaparte
3. France and the Western world, 1795–1799

E. The Napoleonic Era

1. The Consulate
2. Establishment of the Empire
3. Wars of Napoleon and the spread of the reforms of the French Revolution
4. Overthrow of Napoleon

V. Growth of Nationalism and Liberalism, 1815–1870

A. Restoration and Reaction

1. Congress of Vienna
2. Conservatism in Austria, Russia, Britain
3. First rifts in system of Metternich

B. Industrialism and its Political Repercussions

1. The Industrial Revolution, including changing interpretations
2. English Reform Bill of 1832
3. Chartism
4. July Revolution in France and its influence outside France

- C. New Concepts of Society and the Individual, 1815-1870
 - 1. Romanticism in art, music, and literature
 - 2. Conservative and liberal political thought
 - 3. Utopian socialism and other social theories, religious movements
 - 4. Realism and naturalism in art, music, and literature
 - 5. Darwinism and Marxism
- D. Revolutions of 1848
 - 1. February Revolution in France
 - 2. Revolution in the Germanic Confederation, especially in Hapsburg and Hohenzollern lands
 - 3. Revolutions in the Italian peninsula
 - 4. Results of the revolutions
 - 5. Napoleon III and the Second French Empire
- E. Unification of Italy
 - 1. Development of Italian nationalism
 - 2. Work of Cavour and Garibaldi
 - 3. Annexation of Rome
- F. Unification of Germany
 - 1. Failure of the Frankfort Assembly
 - 2. Development of German industry
 - 3. Bismarck and the wars of German unification
- G. Russia in the 19th Century
 - 1. Aftermath of Napoleonic Wars
 - 2. Nicholas I
 - 3. Reforms of Alexander II
 - 4. Alexander III and the policies of Russification and repression
 - 5. Nicholas II and the Revolution of 1905
- H. International Relations, 1815-1878
 - 1. Challenges to the Congress System
 - 2. The Eastern Question through the Congress of Berlin, 1878 - the Ottoman Empire in relation to Russia and the West
 - 3. Great Power relations from the Crimean War to the Congress of Berlin
- VI. Road to World War, 1870-1918
 - A. Socioeconomic Trends
 - 1. The New Industrialization
 - 2. Development of science and technology
 - 3. Philosophy and religion (including anticlericalism and antisemitism)
 - 4. Art and literature
 - 5. Movements of social protest
 - B. Britain, 1867-1914
 - 1. End of Victorian Compromise

2. Age of Gladstone and Disraeli
3. Ireland
4. The Empire
5. Liberal ministry, 1905-1914, and its policies at home and abroad
- C. Third French Republic
 1. Establishment
 2. Major crises
 3. Socioeconomic development
 4. Foreign policy
- D. German Empire, 1871-1914
 1. Bismarck, 1871-1890, foreign and domestic policies
 2. New Course under Kaiser William II
- E. New Imperialism
 1. Factors in revival of imperialism
 2. Africa
 3. China
 4. Russo-Japanese War
 5. Near and Middle East
- F. World War I
 1. Mood of Europe at outset of 20th century
 2. Alliance and entente systems
 3. Crises, 1905-1914
 4. Course of war
 5. Impact of science and technology on warfare
- VII. Contemporary Europe, 1919 - Present
 - A. The Long Armistice, 1919-1939
 1. Peace settlement
 2. League of Nations: successes and failures
 3. Quest for security
 - B. The Major Democratic States, 1919-1939
 1. Great Britain
 2. France
 3. Weimar Germany, 1919-1933
 - C. Totalitarian States, 1919-1939
 1. U.S.S.R.
 2. Fascist Italy
 3. Nazi Germany
 - D. World War II
 1. Causes
 2. Main campaigns in European and Pacific theatres
 3. Victory of allies
 4. Wartime conferences
 5. Peace treaties
 - E. Postwar Europe, 1945 - Present
 1. United Nations
 2. Cold War: origins and character

3. Political developments in Western Europe, especially in England, France, Italy, Federal Republic of Germany
4. U.S.S.R. and the communist bloc
- F. End of Colonialism
 1. Impact of World War II on non-Western world
 2. Dissolution of British, French, and Dutch empires
 3. Relations of European states with former colonies
- G. Contemporary Men and Politics
 1. Unity movements: political, economic, religious
 2. Coexistence with Soviet bloc
- H. Cultural History, 1919 – Present
 1. 1919–1939, trends in:
 - a. art, music, and literature
 - b. social and economic thought
 - c. religious and psychological attitudes
 2. 1939 – Present
 - a. art, music, and literature
 - b. social and economic thought
 - c. religious and psychological attitudes
 - d. the consequences of wartime science and technology

SUGGESTED STUDY AIDS

1. A list of suggested readings may be ordered free from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12210

2. *An Advanced Placement Course in European History*, University Extension Division, The University of Nebraska, Lincoln, Nebraska 68508.

This home study course is given, through correspondence, by qualified instructors of the Extension Division of The University of Nebraska. Information on tuition and on textbook costs can be obtained from The University of Nebraska.

The course outline (syllabus), without any instruction, is available from the Extension Division for \$5.

CPE COMMITTEE IN EUROPEAN HISTORY

Robert Carlisle, St. Lawrence University
Elisa Carrillo, Marymount College
Mathew Elbow, State University of New York at Albany

FRESHMAN ENGLISH

Credits: 6

The College Proficiency Examination in Freshman English is designed to test the candidate's knowledge and understanding of literature and his ability to write a good composition. The examination assumes preparation equivalent to that of the student who has taken the 1-year course in Freshman English commonly offered in colleges and universities.

OBJECTIVES

The candidate will be expected to demonstrate an understanding of a variety of literary works drawn from the genres of fiction (short story and novel), poetry, drama, and the essay. He will be expected to know, in depth, the works on the reading list. He should be able to show how such elements as theme, plot, characterization, point of view, structure, and symbolism function in these works and contribute to their total meaning.

He should have some understanding of the nature of each of the genres; be able to compare and contrast their different characteristics (e.g., the methods of achieving the effects peculiar to drama); be able to discuss relationships between genre and content; be familiar with the literary terminology of the respective genres; and be able to demonstrate understanding of basic concepts of prosody, including the ability to recognize rhyme scheme and scan verse.

He will also be expected to show knowledge of grammar, punctuation, diction, and spelling; and to demonstrate his ability to write a good composition showing competent organization and development in sentences, paragraphs, and the complete essay.

CONTENT

PREPARATORY READING

The candidate will be expected to be familiar with all of the following works. Each of the literary genres will receive approximately equal emphasis on the examination.

I. Fiction

A. Short Story: James Joyce (from *Dubliners*)

- | | |
|------------------|---------------------------------|
| "The Sisters" | "Ivy Day in the Committee Room" |
| "An Encounter" | "Two Gallants" |
| "Araby" | "The Boarding House" |
| "Eveline" | "A Little Cloud" |
| "After the Race" | "A Mother" |
| "Counterparts" | "Grace" |
| "Clay" | "The Dead" |
| "A Painful Case" | |

B. Novel

1. Fitzgerald, F. Scott
The Great Gatsby
2. Brontë, Emily
Wuthering Heights
3. Ellison, Ralph
The Invisible Man

II. Nonfiction

A. Orwell, George

(from *A Collection of Essays*)

- "Such, Such Were the Joys..."
- "Charles Dickens"
- "The Art of Donald McGill"
- "Rudyard Kipling"
- "Raffles and Miss Blandish"
- "Shooting an Elephant"
- "Politics and the English Language"
- "Reflection on Gandhi"
- "Marrakech"
- "Looking Back on the Spanish War"
- "Inside the Whale"
- "England Your England"
- "Boys' Weeklies"
- "Why I Write"

B. Thoreau, Henry David

Walden

C. Baldwin, James

Notes of a Native Son

III. Drama

A. O'Neill, Eugene

Long Day's Journey Into Night

B. Shakespeare, William

Othello

C. Shaw, George Bernard

Caesar and Cleopatra

D. Sheridan, Richard

The School for Scandal

E. Sophocles

Antigone

IV. Poetry

A. Ballad

1. "Sir Patrick Spens"

2. Coleridge, Samuel Taylor
"The Rime of the Ancient Mariner"
3. Hughes, Langston
"Ballad of the Killer Boy"
"Ballad of the Fortune-Teller"
"Ballad of the Girl Whose Name is Mud"
"Ballad of the Man Who's Gone"
- B. Metrical Romance
Keats, John
"The Eve of St. Agnes"
- C. Dramatic Monologue
 1. Browning, Robert
"My Last Duchess"
 2. Eliot, T. S.
"The Love Song of J. Alfred Prufrock"
- D. Lyric
 1. Simple
 - a. Arnold, Matthew
"Dover Beach"
 - b. Blake, William
"Jerusalem" (from preface to "Milton")
 - c. Cummings, E. E.
"Anyone Lived in a Pretty How Town"
 - d. Dickinson, Emily
"Because I could not stop for Death"
"Pain has an element of blank"
 - e. Donne, John
"A Valediction Forbidding Mourning"
 - f. Frost, Robert
"The Road Not Taken"
 - g. Hardy, Thomas
"Afterwards"
 - h. Herbert, George
"The Pulley"
 - i. Herrick, Robert
"Delight in Disorder"
 - j. Jonson, Ben
"To Celia"
 - k. Marvell, Andrew
"To His Coy Mistress"
 - l. Thomas, Dylan
"Do Not Go Gentle Into That Good Night"
 - m. Waller, Edmund
"Go Lovely Rose"
 - n. Wordsworth, William
"She Dwelt Among the Untrodden Ways"
 - o. Yeats, William Butler
"The Second Coming"

2. Sonnet
 - a. Keats, John
"On First Looking Into Chapman's Homer"
 - b. Milton, John
"On His Blindness"
 - c. Shakespeare, William
"That time of year thou mayest in me behold"
 - d. Wordsworth, William
"Westminster Bridge"
3. Ode
Keats, John
"Ode to a Nightingale"
4. Elegy
Whitman, Walt
"When Lilacs Last in the Dooryard Bloom'd"
5. Mock Epic
Pope, Alexander
"The Rape of the Lock"

SUGGESTED STUDY AIDS

1. A bibliography to introduce the candidate to literary terminology and composition may be ordered free from:

College Proficiency Examination Program — Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12210

2. The course, *Freshman Composition and Literature*, will be offered by the Independent Study Program of Empire State College, 2 Union Avenue, Saratoga Springs, New York 12866.

3. *An Advanced Placement Course in English: Poetry Analysis and Composition*, University Extension Division, The University of Nebraska, Lincoln, Nebraska 68508.

This home study course is given, through correspondence, by qualified instructors of the Extension Division of The University of Nebraska. Information on tuition and on textbook costs can be obtained from The University of Nebraska.

The course outline (syllabus) *without instruction* is available from the Extension Division for \$5.

CPE COMMITTEE IN FRESHMAN ENGLISH

Jeane H. Geehr, Vassar College
William Green, Queens College
Jonathan Kistler, Colgate University
Townsend Rich, State University of New York at Albany
Hal Smith, College of Insurance

SHAKESPEARE

Credits: 3

The College Proficiency Examination in Shakespeare is based upon a one-semester college course on Shakespeare which is usually taken in the sophomore or junior year.

OBJECTIVES

The candidate will primarily be expected to demonstrate an understanding of the plays of Shakespeare and of the significant relationships between them. He will be expected to have knowledge of essential background information: the dates of the plays on the reading list, their sources and their textual history; a familiarity with the life of Shakespeare; and some acquaintance with the customs and conventions of the Elizabethan theater.

He should be prepared to answer factual questions drawn from the background materials or from plays listed below. He will be expected to have sufficient knowledge of details so that he can discuss the plays intelligently and support generalizations and interpretations with specific evidence. The candidate should be able to show how such dramatic and poetic elements as theme, character, plot, language, verse form, and imagery function in the plays and contribute to their total meaning. He should have some familiarity with the conventions of comedy, tragedy, and the history play as reflected in Shakespeare's dramatic art. He should be able to discuss relationships between genre and content. Memorizations of passages will not be required. Knowledge derived from the study of any of the plays of Shakespeare, whether on the suggested list or not, will be helpful in answering general questions and may be used where appropriate in answering essay questions.

CONTENT

PREPARATORY READING

- I. Comedies: *A Midsummer Night's Dream*
The Merchant of Venice
Twelfth Night
Measure for Measure
The Tempest
- II. Histories: *Richard II*
Henry IV, Part 1
- III. Tragedies: *Hamlet*
Othello
King Lear
Macbeth
Antony and Cleopatra

There are many good, recent paperback editions of individual plays as well as collections which contain all or most of the plays on this list. Essential background information can be obtained from any modern edited text of Shakespeare's collected works or from a modern handbook on Shakespeare. Such books also contain suggestions for further reading. The candidate will undoubtedly add to his enjoyment and understanding of Shakespeare's works if he sees some of the plays or listens to good recordings of them.

SUGGESTED STUDY AIDS

1. Sample questions from previous CPEs in Shakespeare are available upon request from:

College Proficiency Examination Program — Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12210

2. The course, *Shakespeare*, will be offered by the Independent Study Program of Empire State College, 2 Union Ave., Saratoga Springs, New York 12866.

CPE COMMITTEE IN SHAKESPEARE

Jeane Geehr, Vassar College
William Green, Queens College
Jonathan Kistler, Colgate University
Townsend Rich, State University of New York at Albany
Hal Smith, College of Insurance

BUSINESS

The Regents External Degree Examinations in business generally are used to satisfy requirements of the Regents External Degree Program leading to the bachelor of science degree in business administration. However, they may be applied toward college credit or used to satisfy elective requirements for other Regents External Degrees.

The Level I examinations cover the content which is typically included in introductory-level college courses or core courses of a collegiate business program. The Level II examinations include the content which a student is expected to have mastered if he has studied beyond the introductory or required level but has not satisfied his institution's requirements for a major concentration in the area. A Level III examination is designed to measure competence at a level comparable to that attained by students who have received a baccalaureate degree with a major concentration in the area being tested. All examination descriptions available at time of publication follow.

Turn to Last Page of this Catalog to Order
College Proficiency and
Regents External Degree
Study Guides

ACCOUNTING (LEVEL I)

OBJECTIVES

The Level I Regents External Degree Examination in Accounting is designed to test achievement equivalent to that attained in a first-year, two semester, college-level course in accounting. The candidate will be expected to show an understanding of accounting concepts, principles, and procedures and to demonstrate the ability to use appropriate techniques in recording, analyzing, and summarizing financial data, and to interpret and report financial results.

CONTENT

- I. Fundamentals of Accounting
 - A. The accounting function
 - B. Principles and procedures, including
 - 1. the accounting cycle
 - 2. transaction analysis
 - 3. summarizing and reporting results
 - a. periodic adjustments
 - b. the chart of accounts
 - c. general ledger
 - d. special journals
 - e. subsidiary ledgers
 - f. trial balances
 - g. worksheets
 - h. financial statements
- II. Valuation and Analysis of Accounts
 - A. Cash and bank transactions
 - B. Receivable and bad debts
 - C. Inventories
 - D. Fixed assets and depreciation
 - E. Miscellaneous assets
 - F. Payables and accrued liabilities
 - G. Capital stock issuances and recording
 - H. Retained earnings, income, and dividends
- III. Systems, Costing, and Reporting
 - A. Accounting systems and internal control
 - B. Implications of electronic data processing
 - C. Cost accounting concepts and types of cost systems
 - D. Types of financial reports
- IV. Analysis and Interpretation
 - A. Break-even analysis
 - B. Analysis for decision making
 - C. Analysis of financial statements
 - D. Funds statements
 - E. Effect of entity income taxes

SUGGESTED STUDY AID

A study guide may be ordered free from:

Regents External Degrees — BSBA Study Guides
99 Washington Avenue
Albany, New York 12210

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN ACCOUNTING

Charles J. Edgette, Niagara University
Frank Fernandez, Le Moyne College
Frank W. Kolmin, State University of New York at Albany
G. Chester Owens, Columbia University
James S. Schindler, State University of New York at Buffalo
Philip Wolitzer, Long Island University

FINANCE (LEVEL I)**OBJECTIVES**

The Level I Regents External Degree Examination in Finance is designed to measure knowledge of the areas of corporation finance and money and banking. The content of the examination is comparable in scope and degree of sophistication to the content of a sequence of introductory level college courses. In each area, the examination tests for a knowledge of facts and terminology, an understanding of basic concepts and when appropriate, an ability to obtain quantitative solutions to problems. Questions on money and banking require an analytical as well as a descriptive knowledge of the area, and questions in both areas assume an understanding of the principles of macro-economics and micro-economics.

CONTENT

- I. Money and Banking
 - A. Money and Credit
 - B. Financial Institutions
 - C. Credit Creation and Control
 - D. Monetary Theory
 - E. Elements of International Finance
- II. Corporation Finance
 - A. Functions and Concepts of Financial Management
 - B. Tools of Analysis
 - C. Management of Assets (CONCEPTS, NOT FORMAL MATHEMATICAL MODELS)
 - D. Management of Liabilities (CONCEPTS ONLY)

- E. Equity Capital
- F. Present Value and Capital Budgeting
- G. Cost of Capital

SUGGESTED STUDY AID

A study guide may be ordered free from:

Regents External Degrees – BSBA Study Guides
 99 Washington Avenue
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REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN FINANCE

George Frankfurter, Syracuse University
 Frank C. Jen, State University of New York at Buffalo
 Francis A. Lees, St. John's University
 Frank McMullen, American Institute of Banking

MANAGEMENT OF HUMAN RESOURCES (LEVEL I)

OBJECTIVES

The Level I Regents External Degree Examination in Management of Human Resources is designed to measure knowledge of individual and group behavior, organization dynamics, the functions of management, and the development of management thought. The content of the examination is comparable in scope and degree of sophistication to the content of a two-semester, introductory level sequence of college courses. The examination content is concerned with the study of human relations and not with a description of various personnel functions. The examination tests for a knowledge of facts and terminology and an understanding of concepts and theories which are basic to the study of human relations.

CONTENT

- I. Development of Management Thought
 - A. The scientific management movements
 (Taylor, Fayol, etc.)
 - B. The Human Relations School
 (Mayo, Follet, Roethlisburger, Dixon)
 - C. Labor union movement, 1840-1947
 - D. Integrative movement (Barnard, Simon, Drucker)
 - E. Participative movement (McGregor, Likert)
 - F. Systems approach
 (Johnson, Kast, Rosensweig, Seiler, Carzo, Yanouzas)

II. Functions of Management – The Manager's Job and the Process of Management

- A. Planning (goals, objectives, policies)
- B. Directing (delegating)
- C. Organizing (structure, types, purpose)
- D. Staffing (personnel administration)
- E. Controlling (budgeting)
- F. Decision making
- G. Coordinating and communicating
- H. Evaluating

III. Individual and Group Behavior

- A. Leadership
- B. Workgroup
- C. Motivation
- D. Conflict and agreement
- E. Communications and communication systems
- F. The individual and the organization
- G. Training, manpower planning, and management development

IV. Organization Dynamics

- A. Authority and responsibility
- B. Span of control
- C. Unity of command
- D. Chain of command
- E. Organization design and structure
- F. Line and staff
- G. Delegation
- H. Centralization and decentralization
- I. Organizational change
- J. Organizational types
- K. Organizational goals

SUGGESTED STUDY AID

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REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN MANAGEMENT OF HUMAN RESOURCES

William Berliner, New York University
Ben Miller, St. John's University
Robert J. Senkier, Seton Hall University
Jerry D. Young, University of Alabama in Birmingham

MARKETING (LEVEL I)

OBJECTIVES

The Level I Regents External Degree Examination in Marketing is designed to measure knowledge of the principles of marketing. The content of the examination is comparable in scope and degree of sophistication to the content of a one-semester, introductory level college course. The examination content is concerned with marketing principles and not salesmanship or advertising, and the examination tests for a knowledge of facts and terminology and an understanding of basic concepts and fundamental principles.

CONTENT

- I. The Role of Marketing in the Economy
 - A. What is marketing?
 - B. Distinguish between goods and services
 - C. An economic view
- II. Marketing Management and the Marketing Concept
 - A. Role of management and marketing management
 - B. Functions of marketing management
 - C. Marketing concept
- III. Consumer and Industrial Markets
 - A. Consumer behavior
 - B. Market segmentation
 - C. Contrast consumer and industrial markets (i.e., derived demand, etc.)
- IV. Analysis of Markets
 - A. Market research
 - B. Forecasting
- V. Products
 - A. New product planning (i.e., product life cycle, etc.)
 - B. Product strategy (i.e., branding, etc.)
 - C. Packaging
 - D. Legal restraints
- VI. Pricing
 - A. Pricing objectives and strategy
 - B. Pricing techniques
 - C. Discounting
 - D. Break-even analysis
 - E. Legal restraints
- VII. Promotion
 - A. Goals
 - B. Advertising
 - C. Sales promotion techniques
 - D. Personal selling
 - E. Legal restraints

VIII. Physical Distribution

- A. Channels
- B. Logistics
- C. Legal restraints

IX. Legal and Social Issues

- A. Consumerism and marketing ethics
- B. National level (i.e., anti-trust, regulatory agencies)
- C. State and local level (i.e., resale price maintenance, local ordinances)
- D. Social responsibility

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REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN MARKETING

Barry Berman, Hofstra University
Houston Elam, Montclair State College
Robert Pease, Rutgers University
David J. Rachman, Bernard M. Baruch College
Alan Sawyer, University of Massachusetts
Leon Schiffman, Bernard M. Baruch College

OPERATIONS MANAGEMENT (LEVEL I)

OBJECTIVES

The Level I Regents External Degree Examination in Operations Management is designed to measure knowledge in the areas of production management and management science. Included on the examination are questions involving production management and an elementary understanding of vectors and matrices, integral and differential calculus, and descriptive and inferential statistics. The content of the examination is comparable in degree of sophistication to the content of several introductory level college courses. The examination tests for a knowledge of facts and terminology, an understanding of fundamental concepts, and an ability to obtain quantitative solutions to a variety of problems.

CONTENT

- I. Statistics
 - A. Correlation
 - B. Regression

- C. Analysis of Variance
- D. Probability
- E. Distributions
- F. Hypothesis Testing
- G. Nonparametric Procedures
- H. Bayesian Analysis
- II. Mathematics
 - A. Linear Algebra
 - B. Calculus
- III. Operations Management
 - A. Production System Design
 - B. Forecasting
 - C. Scheduling Techniques
 - D. Quality Control
 - E. Inventory Management
 - F. Procurement

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REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN OPERATIONS MANAGEMENT

Warren Balinsky, State University of New York at Buffalo
 Richard J. Hopeman, Syracuse University
 J. Eugene Kangas, Seton Hall University
 William Stevenson, Rochester Institute of Technology

ACCOUNTING (LEVEL II)

OBJECTIVES

The Level II Regents External Degree Examination in Accounting is designed to test achievement in subject matter usually found in two courses in intermediate or advanced accounting and one course in cost accounting. The candidate will be expected to demonstrate both comprehensive and detailed knowledge of the following content areas.

CONTENT

- I. Theory
 - A. Income Concepts
 - 1. Accrual vs. cash basis
 - 2. The matching concept

- 3. Ordinary vs. extraordinary income
- 4. Other topics typical of an intermediate level
- B. Alternative Valuation Bases (at an intermediate level)
- C. Measurements of Assets, Liabilities, and Owner's Equity (e.g. AICPA pronouncements)
- II. Cost Accounting
 - A. Standard Cost (Variances)
 - B. Questions of pricing and costing
 - C. Variable costing and absorption
 - D. Budgeting: Capital and Operating
 - E. Cost allocation
 - F. Distribution costs
- III. Problems in Selected Accounting Topics
 - A. Dissolution and distributions
 - 1. Individual proprietorship
 - 2. Partnerships
 - 3. Corporations
 - B. Cash flow and fund statement
 - C. Analysis of financial statements
 - D. Revenue recognition
 - E. Nonprofit organization
 - F. Bank reconciliation
 - G. Valuation Problems: Securities, Inventory, Assets, Depreciation, Amortization, etc.

SUGGESTED STUDY AID

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REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN ACCOUNTING

Charles Edgette, Niagara University
 Frank Fernandez, LaMoyne College
 Frank Kolmin, State University of New York at Albany
 Philip T. Meyers, University of Rochester
 Garland C. Owens, Columbia University
 James S. Schindler, State University of New York at Buffalo
 Philip Wolitzer, Long Island University

FINANCE (LEVEL II)

OBJECTIVES

The Level II Regents External Degree Examination in Finance is designed to measure knowledge of the following areas: advanced corporation finance; security analysis and portfolio management, and financial

institutions and markets. The examination contains material which is usually covered by two or three undergraduate finance courses beyond the introductory level. It will test for knowledge and application of factual material, and for the ability to integrate facts and concepts in responding to a given situation. The candidate will be expected to solve computational problems and to analyze case studies, and should be aware of the variables operating within a situation.

CONTENT

- I. Advanced Corporation Finance
 - A. Capital Budgeting
 - B. Cost of Capital
 - C. Valuation of Financing Instruments
 - D. Mergers, Consolidations, and Reorganizations
- II. Security Analysis and Portfolio Management
 - A. Objectives of Portfolio Management
 - B. Tools for Security Analysis
 - C. Types of Securities
 - D. Security Markets
 - E. Portfolio Management
- III. Financial Institutions and Markets
 - A. Role of Financial Institutions and Markets in the Economy
 - B. Management of Assets and Liabilities of Financial Institutions
 - C. Money and Capital Markets and Interest Rate Determination
 - D. International Aspects of Financial Markets

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Francis A. Lees, St. John's University
Frank McMullen, American Institute of Banking
John J. Meehan, C. W. Post College

MANAGEMENT OF HUMAN RESOURCES (LEVEL II)

OBJECTIVES

The Level II Regents External Degree Examination in Management of Human Resources is designed to measure knowledge of the following areas: management theories as they relate to management practice; the functions of management; individual and group behavior; and organization dynamics. The examination contains material which is typically covered in such courses as management behavior, organization theory, group behavior, industrial psychology, etc. The examination will test for knowledge and application of factual material, and for the ability to analyze situations and case studies.

CONTENT

Specific topics covered on the examination include:

1. Management theories
2. Motivation theories
3. Labor unions and collective bargaining
4. The manager's role
5. Leadership
6. Formal and informal organizations
7. Communication
8. Sensitivity training
9. Training and management development
10. Job enlargement and job enrichment
11. Wages and salary
12. Technology and job satisfaction
13. Organizational development
14. Organizational change
15. Organization structure
16. Modern and complex organizations
17. Group dynamics
18. Employment discrimination
19. Management audit and appraisal
20. The Board of Directors' role

SUGGESTED STUDY AID

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REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN MANAGEMENT OF HUMAN RESOURCES

William Berliner, New York University
Ben Miller, St. John's University
Robert J. Senkier, Seton Hall University
Jerry D. Young, University of Alabama in Birmingham

MARKETING (LEVEL II)

OBJECTIVES

The Level II Regents External Degree Examination in Marketing is designed to test the candidate's ability to incorporate situational content in responding to well-defined questions rather than dealing exclusively with factual material. The candidate will be required to demonstrate a level of competence equal to that of a student who has successfully completed a *minor* in marketing. The examination will include questions from the following content areas:

CONTENT

- I. Marketing Research
 - A. Defining the problem
 - B. Data sources
 - C. Sampling
 - D. Data collection
 - E. Analysis of data (nonstatistical)
- II. Marketing Communications
 - A. The role of communication
 - B. Advertising
 - C. Personal selling
- III. Distribution
 - A. Channel Policy
 - B. Logistics

SUGGESTED STUDY AID

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REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN MARKETING

Barry Berman, Hofstra University
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Robert Pease, Rutgers University
David J. Rachman, City University of New York
Alan Sawyer, University of Massachusetts
Leon Schiffman, City University of New York

OPERATIONS MANAGEMENT (LEVEL II)

OBJECTIVES

The Level II Regents External Degree Examination in Operations Management consists of material which should be familiar to undergraduate business students with a minor concentration in operations management. The candidate will be expected to have a sophisticated understanding of the concepts and technique of operations management, and must be able to solve problems typically encountered in the field. The candidate will be expected to demonstrate a conceptual and practical understanding of the applications and limitations of frequently used analytic techniques.

CONTENT

- I. Production System Design
 - A. Material Handling
 - B. Work Measurement
 - C. Wage Systems
 - D. Job Evaluation Systems
- II. Forecasting Techniques
 - A. Least Squares Regression
 - B. Use of Various Averages
 - C. Exponential Smoothing
 - D. Seasonality Techniques
 - E. Indices
- III. Scheduling Techniques
 - A. PERT Network
 - B. Linear Programming
- IV. Quality Control
 - A. Charts
 - B. Sample size determination
 - C. Determine if process is under control
- V. Inventory Management
 - A. EOQ
 - B. Reorder Points
 - C. Probabilistic Inventory Models
- VI. Queuing
 - A. Limitations of the Queuing Procedure
 - B. Application to Managerial Problems
 - C. Concepts
- VII. Statistical Decisionmaking
 - A. Decision Tree
 - B. Sequential Analysis
 - C. Bayesian Analysis
 - D. Contingency Tables

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REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN OPERATIONS MANAGEMENT

Warren Balinsky, State University of New York at Buffalo
Richard J. Hopeman, Syracuse University
J. Eugene Kangas, Seton Hall University
William Stevenson, Rochester Institute of Technology

BUSINESS ENVIRONMENT AND STRATEGY

OBJECTIVES

The Regents External Degree Examination in Business Environment and Strategy is designed to test achievement in subject matter normally covered in two or three advanced level courses dealing with business and society, business policy, and/or business strategy. The candidate will be expected to demonstrate his ability to integrate facts and concepts from various areas of study emphasized in business administration programs, and will be asked to respond to well-defined case studies or incidents requiring analysis or a justification of a particular course of action. The multiple choice items and brief essay questions contained in the examination are drawn from the following content areas:

CONTENT

- I. The Manager and His Environment
 - A. The External Environment as a constraining or supporting influence on Business Decisionmaking
 - 1. Government and the corporation
 - 2. Social responsibility to society
 - 3. Consumerism
 - B. The Internal Environment from the decisionmaking view of the corporation
 - 1. The Personality of the Organization as it influences decisionmaking
 - 2. Corporate Resources as they influence decision-making
- II. Formulation of Corporate Policy and Strategy
 - A. The nature, definition, and purpose of policy

- B. Levels of policy consideration
 - 1. Overall corporate policy and the role of the board of directors
 - 2. Functional policy
- C. Mapping the corporate strategy (selecting among alternative strategies)
 - 1. Corporate strategy and decisionmaking
 - 2. Operational strategy and decisionmaking
- III. Application and Integration of the Bodies of Knowledge Outlined in I and II
 - A. Resolve situation in which corporate policy is in opposition to functional policy
 - B. Formulation of corporate-level strategies requiring the integration of the function areas
 - C. Select and justify the choice of one strategy from several alternative strategies
 - D. Resolve situations where policies or strategies are affected by environmental (external and internal) factors
 - E. Other examples of case studies or incidents which require the integration and application of the considerations outlined in I and II.

SUGGESTED STUDY AID

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REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN BUSINESS ENVIRONMENT AND STRATEGY

David Blakeslee, Rutgers, The State University
 Richard G. Brandenburg, State University of New York at Buffalo
 Ben Miller, St. John's University
 L. Richard Olikar, Syracuse University
 David J. Rachman, City University of New York
 Jerry Young, University of Alabama

EDUCATION

College Proficiency and Regents External Degree Examinations in education can be taken for college credit. The examinations however, are usually used to meet some or all of the credit hours in professional preparation required for New York State teacher certification or New York City teacher licensure. For further information on using these examinations to meet teacher certification requirements see the Part III section of this catalog.

Turn to Last Page of this Catalog to Order
College Proficiency and
Regents External Degree
Study Guides

EDUCATIONAL PSYCHOLOGY

Credits: 3

The College Proficiency Examination in Educational Psychology is designed to sample the information conveyed in an introductory college course in educational psychology or in the psychological foundations of education. It is not designed to assess other products often obtained in such a course, e.g., experiences gained as a result of visiting classrooms and participating in tutorial situations with individuals and/or small groups of students.

OBJECTIVES

The candidate will be expected to demonstrate:

- A. A knowledge of key terms and concepts and important persons associated with particular investigations or points of view.
- B. The ability to read and use psychological information.
- C. An acquaintance with key experimental and empirical studies which provide the basis for generalizations and principles of educational psychology and ability to interpret findings and apply them to specific classroom situations.
- D. Knowledge of principles, generalizations and dominant theories; understanding of how they operate in actual practice; and ability to apply them to classroom situations.

CONTENT

- I. Development: principles of development, readiness, heredity and environment, personality factors associated with maturation, social-emotional development.
- II. Learning and Instruction: nature and history of educational psychology, definitions of learning and instruction, various kinds of learning, motivation, retention and transfer, instructional approaches, variables relating to learning and achievement.
- III. Social, Cultural and Environmental Factors: cultural and socioeconomic factors, personality organization, personal and social adjustment, peer group influences, and school climates.
- IV. Measurement: elementary statistical concepts, general characteristics and type of test scores, teacher evaluation of pupils, standardized tests.

SUGGESTED STUDY AID

A list of suggested readings, free upon request, is available from:
College Proficiency Examination Program — Study Guides
New York State Education Department
99 Washington Avenue
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CPE COMMITTEE IN EDUCATIONAL PSYCHOLOGY

Howard Berkowitz, State University College at Oneonta
Gordon Fifer, Hunter College
Sister Mary Gertrude Keckeissen, College of Mount Saint Vincent
William Gillooly, Rutgers University
Richard Ripple, Cornell University
John Rosenbach, State University of New York at Albany

HISTORY OF AMERICAN EDUCATION

Credits: 3

The College Proficiency Examination in the History of American Education is designed to test the candidate's knowledge and understanding of the important events and developments on contemporary policy and practice in elementary, secondary, and higher education. The examination assumes preparation equivalent to that of students who have taken a one-semester college course in the history of American education.

OBJECTIVES

The candidate will be expected to demonstrate his ability to deal competently with the following types of issues and questions:

- A. The nature and scope of the history of American education in both its formal and informal aspects; the influence of the social science disciplines and related areas on the historiography of the history of American education.
- B. The relationships between education and the economy, social mobility and stratification, employment, and the family; the intellectual assumptions and theories of society that condition educational policies and practices.
- C. The influence of the English-European heritage on American education.

It is recommended that the candidate read one or more texts specifically on the history of American education. He should also study enough American and European history to be able to place educational themes in their proper historical contexts.

CONTENT

The candidate will be expected to be familiar with the events and developments in each major period listed below.

- I. 1500-1800 The English-European influence on American education; the applications of education to meet the needs of the national state; the impact

of the Scientific Revolution and the Enlightenment on education; the changing role of religion in education; elitism in a developing society.

- II. 1600-1750 Education in colonial America; Puritan education; the varieties of "public" and private schooling available; the modification of English-European institutions in a novel colonial setting; pietistic and denominational education; immigration and the emerging problems of cultural pluralism; the educational significance of the Great Awakening; education in the rising American nation.
- III. 1750-1850 The role of education in the creation of the American nation; the nature and scope of republican education (Franklin, Jefferson, etc.); the transformation from a republican to a democratic society; education and the emerging problems of urbanization and industrialization (modernization); utopian models for educational reform; education and nationalism; early reforms in higher education; new educational roles for women; foreign influences on American education.
- IV. 1850-1914 Education and the search for a new social order; building school systems; emergence of school bureaucracies; the issue of ethnic and other minorities and their role in the social order; processes of secularization; the emergence of the modern university; the German influence on higher education; early progressivism in education; the systemization of the high school; reorientations in educational thought (William T. Harris, Edward C. Thorndike, G. Stanley Hall, John Dewey, and others).
- V. 1914-1945 Impact of America's role as a world power; emergence of mass culture; Americanization of the immigrant; transformation of progressive education; schooling and the Great Depression; development of educational theories and their influence on practice, pragmatism, Freudianism, behaviorism, and experimentation.
- VI. 1945-Present Impact of World War II on education; rejection of the premises of progressive education in the "Sputnik" period; expanding role of government in education; equal educational opportunity; student activism and the industrialization of education; the multiversity; the crisis in education today.

Among the topics with which the candidate should be familiar in each period are the following:

- A. Informal Education (i.e., child rearing practices, apprenticeship training, newspapers, literature, politics, technology, museums, mass media, etc.)
- B. Formal Education (i.e., infant schools, common schools, academies, religious training, secondary and higher education)
- C. Educators (i.e., Cotton Mather, Benjamin Franklin, Thomas Jefferson, Horace Mann, Emma Willard, John Dewey, Maria Montessori, Jane Addams, etc.)
- D. Philosophies of Education and Theories of Learning (i.e., humanism, pragmatism, scholasticism, behaviorism, existentialism, etc.)
- E. Educational Legislation (i.e., the "Old Deluder Satan" Act of 1647, the Northwest Ordinance of 1787, the Morrill Act of 1862, the Smith-Hughes Act of 1917, the G.I. Bill of Rights of 1944, the Elementary and Secondary Act of 1965, etc.)
- F. Significant Legal Decisions (i.e., Dartmouth College vs. Woodward (1819), Kalamazoo vs. State of Michigan (1875), Pierce vs. the Society of Sisters of the Holy Name (1925), Everson vs. Board of Education (1947), Brown vs. Board of Education of Topeka (1954), Serrano vs. Priest (1971), etc.)

SUGGESTED STUDY AID

A bibliography of recommended readings may be ordered free from:
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New York State Education Department
99 Washington Avenue
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CPE COMMITTEE IN HISTORY OF AMERICAN EDUCATION

Hyman Kuritz, State University of New York at Albany
Jonathan Messerli, Hofstra University
Albert Nissman, Rider College
Frederick Schult, New York University

PHILOSOPHY OF EDUCATION

Credits: 6

The College Proficiency Examination in Philosophy of Education assumes preparation equivalent to that of the student who has taken a two-semester college course in philosophy of education (or a one-semester college course carrying up to six semester hours of credit).

OBJECTIVES

The examination is designed to test the candidate's ability to deal philosophically with significant and continuing issues in the educational domain. It will measure his knowledge and understanding of major works in philosophy which shed light on aspects of the problems in education. It demands the ability to identify the philosophic dimension of persisting issues and problems, to frame relevant philosophic questions, and to conceptualize such issues and problems within the context of the history of ideas. The candidate's facility in handling the philosopher's distinctive tools, and his familiarity with philosophic terminology, conceptual apparatus, and methods will also be examined.

Candidates should clearly understand that their answers are expected to be written from a philosophic standpoint. The methods of philosophic explanation, clarification, and description are to be used exclusively. One of the major purposes of this examination is to see whether or not the student is capable of applying the distinctive tools of philosophy to educational concepts.

CONTENT

- I. The candidate will be expected to be familiar with major philosophical positions that relate to educational theories, policies, and practices. Candidates should know the following works:
 - A. Plato. *Meno, The Republic*
 - B. Aristotle. *Politics* (Books V, VI, VII, VIII); *Nicomachean Ethics* (Book IV)
 - C. Rousseau. *Emile*
 - D. John Dewey. *Experience and Education; School and Society*
 - E. Alfred North Whitehead. *The Aims of Education*
 - F. Robert Brumbaugh & Nathaniel Lawrence. *Philosophers on Education: Six Essays on the Foundations of Western Thought*. San Jose, California: H. M. Gousha Co. (paperback)
 - G. William K. Frankena. *Three Historical Philosophies of Education: Aristotle, Kant, Dewey*. Chicago: Scott, Foresman & Company, 1965.
- II. The candidate should be familiar with and be able to apply to educational issues, the basic logical tools and conceptual methods of contemporary philosophy. In order to adequately respond to examination questions, candidates should be familiar with the following works:
 - A. Reginald D. Archambault, ed. *Philosophical Analysis and Education*. New York: The Humanities Press, 1967.

- B. Samuel Gorovitz & Ron G. Williams. *Philosophical Analysis: An Introduction to Its Languages and Techniques*. 2d ed. New York: Random House, 1965. (paperback)
- C. John Hospers. *An Introduction to Philosophical Analysis*. Englewood Cliffs, New Jersey: Prentice Hall, 1967.
- D. Israel Scheffler, ed. *Philosophy and Education*. 2d ed. Boston: Allyn & Bacon, Inc., 1966.

III. The candidate will be expected to identify and deal with the distinctly philosophic aspects of such current topics as:

vouchers	accountability
humanism	deschooling
structure of knowledge	behavioral objectives
creativity and spontaneity	open education
pluralism	behavior modification
community control	education and social
alternatives	revolution
	women and education

Candidates should consult contemporary educational books and journals for discussions of these and other current issues. The *Education Index* will assist the candidate to locate appropriate reading materials.

CPE COMMITTEE IN PHILOSOPHY OF EDUCATION

Morris Berger, State University of New York at Albany
 D. Robert Gowin, Cornell University
 Philip H. Phenix, Columbia University
 Mary Anne Raywid, Hofstra University

READING INSTRUCTION IN THE ELEMENTARY SCHOOL

Credits: 6

The College Proficiency Examination in Reading Instruction in the Elementary School assumes preparation equivalent to that of the student who has taken a two-semester college course in reading instruction in the elementary school (or a one-semester college course carrying up to six semester hours of credit).

Effective January 1, 1972 all applicants for elementary school teacher certification in New York State, who have not completed an approved elementary teacher education program, are required to show evidence of six semester hours of course work in the teaching of reading. One of the ways this requirement can be met is by successful completion of the CPE in Reading Instruction in the Elementary School.

OBJECTIVES

The examination is designed to test the candidate's ability to deal effectively with key terms and concepts associated with reading instruction. The examination will cover the following areas: assessment, goal setting, materials and methodologies, instructional management, instruction, evaluation, parental role, school support staff, and personal responsibilities of the teacher.

CONTENT

- I. The Program for Pupils
 - A. Assessment (classroom diagnosis)
 1. Skills
 - a. Informal Reading Inventory (I.R.I.)
 - b. Standardized reading achievement tests (general)
 - c. Book tests (commercial nonstandardized)
 - d. Teacher-made tests
 2. Attitude and interests
 - a. Classroom observation
 - b. Attitude scales
 - c. Interest inventories
 - d. Conferences with pupils and parents
 3. Applications of reading by the pupil
 - a. Information
 - b. Pleasure
 - B. Goal Setting (affective and cognitive domains)
 1. Determine realistic goals
 - a. Assessment results
 - b. Diagnostic information
 - (1) identify instructional groups
 - (2) determine short- and long-range goals for instructional groups
 - c. Pupil goals (established by teacher-pupil conferences, teacher judgment, or school curriculum guides)
 - (1) compare with goals for instructional groups
 - (2) modify to meet needs of instructional groups
 2. Use of Goals in Planning Instruction
 - a. Distinguish between
 - (1) long- and short-range goals
 - (2) general and specific goals
 - b. State goals clearly in forms most helpful for guiding instruction

- c. Specify measurable indicators of performance for goal achievement
- C. Identification and Selection of Instructional Material
 - 1. Commercially made materials
 - a. Current basal programs and ancillary materials
 - b. Kits and systems — readiness through grade 6
 - c. Supplementary skills books
 - (1) word recognition
 - (2) comprehension
 - (3) study skills
 - d. Trade books and periodicals
 - e. Games
 - f. Audiovisual material and nonprint material
 - 2. Teacher- and/or pupil-made materials
 - a. Language experience charts/pupil journals and notebooks
 - b. Work sheets (skills exercises)
 - c. Games
 - d. Informal assessment materials
 - e. Art and construction activities
- D. Methodologies — Techniques
 - 1. Basal readers
 - a. Phonic
 - b. Linguistic
 - c. Programmed
 - d. Eclectic
 - 2. Individualized reading
 - 3. Language experience
 - 4. Modified alphabets
- E. Instructional Management
 - 1. Pupil and/or teacher planning
 - a. Grouping
 - (1) mass presentation
 - (2) general reading level
 - (3) flexible subgrouping for skills
 - (4) interest
 - (5) laboratory classroom
 - (6) project or activity
 - (7) pupil teams
 - (8) individualization
 - (9) independent study
 - (10) use of any of the above (1-9) in newer forms of schoolwide organization such as nongraded schools, open classrooms, cross-class or cross-grade grouping
 - b. Lesson planning
 - c. Keeping records of pupil's instructional status
 - d. Use of paraprofessionals and volunteers

2. Physical setting
 - a. Arrangement of facilities
 - b. Classroom library
 - c. Media centers
 - d. Interest centers

F. Instruction

1. In the following skills
 - a. Readiness skills
 - b. Mechanics of reading
 - c. Word attack
 - d. Comprehension
 - e. Literary appreciation
 - f. Reading in content areas
 - g. Evaluation
2. Implementation of instructional techniques
 - a. Use the following teacher roles
 - (1) Supplier of information
 - (2) Questioner
 - (3) Stimulator
 - (4) Director
 - (5) Co-learn
 - b. Effective response as a teacher to pupil performance (pupil error and success)
 - (1) Oral response
 - (2) Written comment
 - (3) Action, facial expression, general behavior
 - c. Use materials effectively (see section I-C — Instructional Materials)
 - d. Use analytic and/or synthetic approaches for teaching reading skills
 - e. Adjust pace of instruction to learning rate of pupil(s)
 - f. Provide for multipupil practice
 - g. Provide for individual differences
 - h. Use "directed reading activity"/DRA
 - i. Teach independent study techniques such as SQ3R (survey, question, read, recite, review) and PQRS (preview, question, read, study, test)
3. Evaluation of single learning activity or daily lesson
 - a. Pupil self-evaluation
 - b. Class or class subgroup evaluation
 - c. Teacher evaluation
4. Extension of reading both in and out of school
 - a. Other academic areas such as social studies, science, mathematics
 - b. Areas of group or personal interest
 - c. Everyday life
 - d. Preparation for forthcoming activity

G. Evaluation of Instruction Over an Extended Period

1. Pupils

a. Formal

- (1) Standardized reading tests both silent and oral
- (2) Publishers' end-of-book tests
- (3) Attitude and interest scales and inventories

b. Informal

- (1) Teacher observation
- (2) Informal reading inventories
- (3) Checklists
- (4) Conferences with pupils and parents
- (5) Records of amount and type of pupil reading

2. Teacher's instructional program

a. Self-evaluation

b. Comparison to normative data (national, state, county, and local)

c. Recommendations on basis of a. and b.

II. Parents' Role

A. Discuss Child's Home Life with Teacher

B. Obtain Information of Child's Reading Status at School

C. Is Aware of Supportive Activities at Home

III. The Teacher and School Support Staff

A. Know Personnel and Services Available — e.g., reading specialist, school psychologist, speech therapist

B. Identify Children to be Referred

C. Carry Out Suggestions of Staff and Supervisors

D. Cooperate with School Librarian and Media Specialist

IV. Personal Responsibilities of the Teacher

A. Work with Other Adults on School Staff

B. Professional Growth

1. Know and use current materials concerned with reading

2. Know major organization concerned with reading instruction

3. Inservice education

C. Practice of Reading Widely

SUGGESTED STUDY AID

A list of suggested readings may be ordered free from:

College Proficiency Examination Program — Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12210

CPE COMMITTEE IN READING INSTRUCTION IN THE ELEMENTARY SCHOOL

Daniel Briggs, Schenectady School District
Robert Canfield, State University of New York College at Oswego
Sister Mary Consilia, Mount Saint Mary College
Robert Kinder, Connecticut State Department of Education
J. Roy Newton, State University of New York at Albany
Sidney Rauch, Hofstra University
William Sheldon, Syracuse University

PROFESSIONAL PREPARATION (Teaching Methods)

Foreign Languages — French, German, Italian, Russian, and Spanish

Credits: 3

The Professional Preparation (Teaching Methods) test of the Modern Language Association's Foreign Language Proficiency Tests for Teachers and Advanced Students is administered by the Regents External Degree Program. This test is designed to test knowledge of teaching methods that are common to all foreign languages (with emphasis on the audio-lingual approach), and the knowledge of important developments in the field of language teaching. Questions deal with such broad areas as objectives, teaching techniques, professional development, and evaluation. Test questions are in English.

A passing score on the Professional Preparation (Teaching Methods) examination may be accepted by the New York State Education Department in lieu of 3 semester hours in professional education course work toward meeting teacher certification requirements. Further information may be found under the foreign language examination description in this section.

SUGGESTED STUDY AID

A Modern Language Association study guide containing sample questions for this examination may be ordered free from:

Regents External Degree Examinations — Foreign Language Study
Guides
99 Washington Avenue
Albany, New York 12210

FOREIGN LANGUAGES

French, German, Italian, Russian, Spanish

The Regents External Degree Program administers and scores the Modern Language Association's Foreign Language Proficiency Tests for Teachers and Advanced Students. Examinations are offered in French, German, Italian, Russian, and Spanish, and measure the language skills expected of an individual who has earned a baccalaureate degree in the particular language. The foreign language proficiency tests may be taken to gain college credit, to meet Regents External Degree requirements, or to satisfy specific requirements for certification as a language teacher.

Turn to Last Page of this Catalog to Order
College Proficiency and
Regents External Degree
Study Guides

FOREIGN LANGUAGES

French, German, Italian, Russian, Spanish

The Regents External Degree Program administers and scores the Modern Language Association's Foreign Language Proficiency Tests for Teachers and Advanced Students. The examination for each language consists of two parts: Battery A (Language Skills) and Battery B (Applied Linguistics, Civilization and Culture, and Professional Preparation). A candidate may take Battery A only, Battery B only, or the Complete Battery (Battery A and Battery B) in any ONE language each testing period. Candidates may NOT take Battery A (or Battery B) in two different languages on the same testing days.

BATTERY A — LANGUAGE SKILLS

Credits: 24

Battery A consists of four tests in the following language skills: listening comprehension, speaking, reading, and writing. Battery A is designed to measure a high level of competence in language skills, and encompasses material covered in several collegiate language courses, including courses on the advanced level.

Listening Comprehension. The listening comprehension test is designed to test phonetic (or phonemic) discrimination, command of idiomatic expressions, vocabulary, and structure typical for conversational use of the language. Comprehension of main facts, ideas, and important details is evaluated.

Speaking. The speaking test evaluates the candidate's ability to speak fluently (approximating native speech in vocabulary, intonation, and pronunciation) as well as the ability to express himself in conversation at normal speed.

Reading. The reading test is designed to measure the candidate's ability to read with comprehension. The examinee is required to select the appropriate lexical, idiomatic, or structural completion for each of a number of incomplete sentences. He must also respond to questions dealing with the meaning of words and phrases and the content of a series of selected passages.

Writing. The writing test examines the candidate's ability to write with clarity and correctness using appropriate vocabulary, idiom, and syntax.

**BATTERY B — APPLIED LINGUISTICS
CIVILIZATION AND CULTURE
PROFESSIONAL PREPARATION (TEACHING METHODS)**

Credits: 3 each

Battery B consists of the following three tests: Applied Linguistics, Civilization and Culture, and Professional Preparation (Teaching Methods). Each test is designed to measure the candidate's knowledge of material covered in the comparable undergraduate level college courses. The Applied Linguistics and Civilization and Culture examinations are offered in each of the five languages. The Professional Preparation (Teaching Methods) examination is a single test which is common to all five languages.

Applied Linguistics. The Applied Linguistics test measures competence in pronunciation, phonetics and orthography, morphology and syntax, general linguistics, and historical and comparative philology, with an emphasis on those differences between English and the foreign language which are of importance in teaching. Test questions are in English.

Civilization and Culture. The examination in Civilization and Culture measures the candidate's knowledge of civilization and culture (as distinct from knowledge of the language) needed by a teacher to introduce his students intelligently to that area of the world in which the language is spoken. The term "culture" embraces such content areas as geography, history, the arts, literature, and social institutions. Test questions are in English.

Professional Preparation (Teaching Methods). The Professional Preparation test is designed to test knowledge of teaching methods that are common to all foreign languages (with emphasis on the audiolingual approach) and knowledge of important developments in the field of language teaching. Questions deal with such broad areas as objectives, teaching techniques, professional development, and evaluation. Test questions are in English.

GRADES

Grades for the language examinations are reported as standard scores. The scores for each of the parts were determined by administering the examinations to certified secondary school teachers of the language who participated in MLA-NDEA Institute workshops. The scores range from 20 to 80 with a mean score of 50. Approximately two-thirds of the teachers received scores between 40 and 60. A candidate's standard

scores are determined by comparing his performance with the performance of the teachers who participated in the Institute workshops.

Battery A. Battery A includes the following language skills tests: listening comprehension, speaking, reading, and writing. A minimum standard score of 45 on *each* test **AND** a standard score total of 200 or more for the four tests combined are required for passing.

Battery B. Battery B includes examinations in Applied Linguistics, Civilization and Culture, and Professional Preparation (Teaching Methods). The following minimum standard scores are required for passing:

<i>Subject</i>	<i>Standard Score</i>
Applied Linguistics	55
Civilization and Culture	55
Professional Preparation	60

SATISFYING FOREIGN LANGUAGE REQUIREMENTS FOR NEW YORK STATE TEACHER CERTIFICATION

Battery A. The 24-semester hour *language course work requirement* for provisional and for permanent certification to teach French, German, Italian, Russian, or Spanish in the public schools of New York State may be satisfied by achieving passing scores on Battery A of the MLA foreign language proficiency tests.

Battery B. The three Battery B tests may also be used for teacher certification purposes. Passing scores on the Applied Linguistics and Civilization and Culture tests may be accepted in lieu of 3 semester hours *each* towards the 24-semester hour language course work requirement. A passing score on the Professional Preparation (Teaching Methods) test may be accepted in lieu of 3 semester hours in *professional education* course work.

The 24-semester hour language course work requirement for a teaching certificate in foreign languages may be waived through the MLA foreign language proficiency tests, but passing scores on these tests *alone cannot* provide provisional or permanent certification for individuals. Acceptable scores on the foreign language proficiency tests can be applied only toward meeting the requirement of 24 credit hours in language course work. In addition, individuals seeking foreign language teacher certification must meet all of the other requirements for certification in this area.

Candidates for *provisional* New York State teacher certification must possess at least a bachelor's degree and satisfy certain other requirements in order to teach in the public schools of New York State. Individuals seeking *permanent* New York State teacher certification must meet the requirements for provisional certification, and possess a master's degree or 30 semester hours of graduate study distributed among the liberal arts, the social and behavioral sciences, and professional study in education.

The MLA foreign language proficiency tests are *not* required for a foreign language teaching certificate. They provide an alternate route to satisfying the New York State foreign language teacher certification requirements for individuals who may have gained a high degree of language competence outside regular college classes, and may be used in a similar manner to meet requirements for New York City teacher licensure.

For information on New York State or New York City teacher certification requirements write:

Division of Teacher Education and Certification
New York State Education Department
99 Washington Avenue
Albany, New York 12210

or

Board of Examiners
New York City Board of Education
110 Livingston Street
Brooklyn, New York 11201

FOREIGN LANGUAGE PROFICIENCY EXAMINATIONS FOR COLLEGE CREDIT

Passing scores on the foreign language proficiency examinations may be used to satisfy Regents External Degree requirements, and many colleges will grant course credit or advanced standing for successful performance on these tests. Candidates seeking credit from a college or university should contact the chairman of that institution's language department to determine how much credit, if any, may be earned and what performance standards will be required.

SCORES ON FILE WITH ETS

Individuals who have taken the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students *through the Educational Test-*

ing Service (ETS) may have their scores on this examination reported directly to the Division of Teacher Education and Certification or the Regents External Degree Program. The candidate must prefile an application for certification with the Division of Teacher Education and Certification or be officially enrolled in the Regents External Degree Program *before* requesting ETS to send an official transcript of his scores to the appropriate office.

Candidates may request to have scores sent by contacting: Educational Testing Service, MLA Cooperative Foreign Language Proficiency Tests, Princeton, New Jersey 08540. A check in the amount of \$2 made payable to Educational Testing Service should accompany this request along with the following information: name and social security number, birth date, date and place at which the examination was administered, the language in which tested, and office to which transcript is to be sent.

SUGGESTED STUDY AID

A study aid may be ordered free from:

Regents External Degree Examinations — Foreign Language Study
Guides
99 Washington Avenue
Albany, New York 12210

HEALTH EDUCATION SCIENCES

The three College Proficiency Examinations in the health education sciences are designed to test the candidate's knowledge of important concepts in health education on the undergraduate college level. The examinations are primarily intended to accelerate the flow of qualified public school teachers into the health education fields and were framed to help meet the mandate of Chapter 932 of the Laws of the State of New York which require "broad, mandatory health curricula in all elementary and secondary schools." Each of the examinations is 3 hours in length and a candidate may take all three at one 2-day CPE administration. The health education sciences CPEs are graded on a "pass-fail" basis.

Institutions of higher learning may grant college credit on the basis of acceptable grades on these three CPEs but they are *primarily* designed to meet all health subject matter requirements for teacher certification under that section of the Commissioner's Regulations which governs certification requirements for teaching a special subject. It should be emphasized that acceptable grades on these CPEs *alone cannot* provide provisional or permanent certification for individuals. Individuals wishing to be provisionally certified to teach health education sciences in the public schools must have a baccalaureate degree, 12 credits in professional education, 36 credits in health content, and a supervised practice teaching experience. To be permanently certified to teach health education sciences an individual must have met all requirements for a provisional certificate and, in addition, possess a master's degree (or 30 hours of appropriate graduate study). Successful completion of the three health education sciences CPEs does *not* waive the requirement of a master's degree for permanent New York State teacher certification. Acceptable scores on any or all of the three health education sciences College Proficiency Examinations can be applied only toward meeting the requirement of 36 credits in health content. In addition, the individual seeking health education teacher certification must meet all of the other requirements outlined above.

Each examination in the health education sciences may be used in lieu of up to 12 credit hours of college course work toward the 36-hour health content requirement. However, a candidate for teacher certification will not receive CPE credit for those portions of the health education sciences examinations which clearly duplicate satisfactorily completed college courses which have been or could be recognized by the Division of Teacher Education and Certification toward meeting the subject matter content requirement for a teaching certificate in health education. In other words, CPE credit will only be awarded for those areas in which

no previous credit has been recognized. Passing scores on all three of the health education sciences College Proficiency Examinations will, however, meet all health content requirements for certification in health education.

See Part III of this catalog for information on how to obtain specific information on New York State teacher certification or New York City teacher licensure requirements.

Turn to Last Page of this Catalog to Order
College Proficiency and
Regents External Degree
Study Guides

HEALTH EDUCATION SCIENCES I: PERSONAL HEALTH — PHYSICAL ASPECTS

Credits: 12

The College Proficiency Examination in Health Education Sciences I: Personal Health — Physical Aspects is based upon content to be found in the following college health courses: nutrition, personal health, first aid and safety, health observation, epidemiology, and health economics.

OBJECTIVES

The candidate will be expected to demonstrate:

- A. A knowledge of facts, trends, and terminology related to the content areas listed below.
- B. An understanding of personal and physical health concepts, principles, and procedures.
- C. The ability to analyze, synthesize, and evaluate health knowledge, attitudes, and behavior concerning physical and personal health.
- D. The ability to assess individual health patterns dealing with the content areas listed below.

CONTENT

- I. Health Status
 - A. The health examination
 - B. Growth and development
 - 1. Stages
 - 2. Factors affecting
 - 3. Height-weight
 - 4. Body structure
 - C. Physical fitness
 - 1. Relationship to total health
 - 2. Value of physical fitness
 - 3. Means of attaining physical fitness
- II. Nutrition
 - A. Basic four
 - B. Food nutrients
 - 1. Energy producers: carbohydrates, fats, proteins
 - 2. Body regulators: proteins, minerals, vitamins, water
 - C. Fads and fallacies
 - 1. Diets
 - 2. Health food faddism
 - D. Recommended dietary allowances
 - E. Basal metabolism rates
 - 1. Definition
 - 2. Determination
 - 3. Influencing factors
 - 4. Total calorie usage

- F. Food processing and preparation
 - 1. Processing procedures
 - 2. The enrichment program
 - 3. Food additives
 - 4. Modification
 - 5. Food supplements
 - 6. Packaging and labeling
 - 7. Individual food preparation
- G. Dietary deficiency diseases
 - 1. Protein deficiency diseases
 - 2. Vitamin deficiency diseases
 - 3. Mineral deficiency diseases
- H. Special nutritional needs
 - 1. Underweight — overweight — obesity
 - 2. Therapeutic diets
 - 3. Age variation
- III. Dental Health
 - A. Functions of the teeth
 - B. Care of the teeth
 - 1. Personal
 - 2. Professional
 - C. Nutritional implications
 - D. Dental programs
 - E. Diseases of the teeth and supporting tissues
 - F. Recent advances in dentistry
- IV. Senses
 - A. Vision
 - 1. Visual function and supporting structures
 - 2. Common vision tests
 - 3. Preventive eye care
 - 4. Eye disorders
 - 5. Corrective devices
 - 6. Education of the visually handicapped
 - B. Hearing
 - 1. Function and supporting structures
 - 2. Common hearing tests
 - 3. Protection of the ear
 - 4. Prevention of hearing loss
 - 5. Hearing disorders
 - 6. Corrective devices
 - 7. Education of the handicapped
 - C. Taste, smell, and touch
 - 1. Interrelationship with each other
 - 2. Their role in nutrition
- V. The Individual's Role in Disease Protection and Prevention
 - A. Communicable diseases
 - 1. Control of communicable diseases
 - 2. Communicable disease problems

- B. Chronic and degenerative diseases
 - 1. Contributory factors and causes
 - 2. Personal responsibility
 - 3. Classification

VI. Securing Health Services and Protection

- A. Evaluating health information
- B. Choosing health advisors
 - 1. Criteria for selection
 - 2. Sources of reliable information
 - 3. Medical and nonmedical specialists
- C. Medical economics and medical care programs
 - 1. Compulsory vs. voluntary programs
 - 2. Group medical practice
- D. Current problems in securing medical services
 - 1. Health manpower shortages and distribution
 - 2. Population distribution

VII. The Individual's Role in First Aid and Safety

- A. Foundations
 - 1. Values and purposes of first aid
 - 2. Legal implications
 - 3. Moral responsibility
 - 4. Incidence of accidents and injuries
 - 5. Principles of prevention
- B. Emergency priorities in first aid
 - 1. Serious bleeding
 - 2. Stoppage of breathing
 - 3. Traumatic shock
 - 4. Poisons
 - 5. Wounds and infections
 - 6. Sprains, strains, fractures, dislocations
 - 7. Other
- C. Safety
 - 1. Traffic and pedestrian safety
 - 2. Home and farm
 - 3. Fire safety
 - 4. School
 - 5. Recreational activities
 - 6. Disaster preparedness

SUGGESTED STUDY AID

A list of suggested readings may be ordered free from:

College Proficiency Examination Program — Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12210

CPE COMMITTEE IN HEALTH EDUCATION SCIENCES I

James Baker, State University College at Oneonta
David Brogan, Rockland County BOCES
Leonard Gath, State University College at Cortland
Alan Hinman, N.Y.S. Department of Health
Anne Newman, Brooklyn College
Robert Ragsdale, N.Y.S. Tuberculosis & Respiratory Disease Association
Charles Sherman, University of Rochester Medical School
Kenneth Veselak, Nassau Community College
Mina Wollen, State University College at Cortland
William Zimmerli, State University College at Brockport

HEALTH EDUCATION SCIENCES II: PERSONAL HEALTH — EMOTIONAL-SOCIAL ASPECTS

Credits: 12

The College Proficiency Examination in Health Education Sciences II: Personal Health — Emotional-Social Aspects is based upon content to be found in the following college courses: drug use and abuse, human sexuality, mental and emotional health, human growth and development, marriage and the family, human relations, and group dynamics.

OBJECTIVES

The candidate will be expected to demonstrate:

- A. A knowledge of facts, trends, and terminology related to the content areas listed below.
- B. An understanding of emotional and social health concepts, principles and dynamics.
- C. The ability to analyze, synthesize, and evaluate health knowledge, attitude, and behavior concerning emotional and social development.

CONTENT

- I. Drug Use and Abuse (alcohol, tobacco, narcotics, and other drugs)
 - A. Drugs as Chemical Agents
 - B. Implications for the Individual
 - C. Implications for the Family
 - D. Implications for Society
- II. Sexuality
 - A. Stages in Psychosexual Development
 - B. Appreciation of Self as a Sexual Being
 - C. Expressions of Sexuality
 - D. Reproduction
 - E. Myths

III. Emotional Development

- A. Emotions
- B. The Nature of Experience
- C. Ways of Dealing with Emotions
- D. Development of Self-Awareness
- E. The Maturing Process
- F. Emotional Disorders

IV. Social Development

- A. The Individual as a Social Being
- B. Communication
- C. Group Dynamics
- D. Interpersonal Relationships
- E. Value Systems
- F. Cognition and Behavior

V. Marriage and Family Relations

- A. History of the Family in America
- B. Changing Social Values Regarding Marriage
- C. Adjusting in Marriage
- D. Roles of the Marital Partners
- E. Factors Involved in Family Planning
- F. The Family
- G. Parenthood
- H. Marital Dissolution

SUGGESTED STUDY AID

A list of suggested readings may be ordered free from:

College Proficiency Examination Program — Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12210

CPE COMMITTEE IN HEALTH EDUCATION SCIENCES II

Eugene Bowers, State University College at Brockport
Hortense Cochrane, Syracuse University
Ralph Edwards, Kingsborough Community College
Donald Haynes, N.Y.S. Department of Mental Hygiene
Madeline Hurster, Queens College
Ernest Luongo, State University College at Oswego
Philip Nader, University of Rochester Medical School
Benjamin Pasamanick, N.Y.S. Department of Mental Hygiene
Frank Rathbone, Brooklyn College
Gustave Timmel, State University College at Cortland
Miriam Tuck, Herbert H. Lehman College
Ronald Vincent, Roswell Park Memorial Institute

HEALTH EDUCATION SCIENCES III: PUBLIC-ENVIRONMENTAL HEALTH

Credits: 12

The College Proficiency Examination in Health Education Sciences III: Public-Environmental Health is based upon content to be found in the following college health courses: community and world health, environmental health, consumer health, disease prevention and control, and problems of the aged.

Students are advised to consult the most recent publications in the field of public and community health.

OBJECTIVES

The candidate will be expected to demonstrate:

- A. A knowledge of facts, trends, and terminology related to the content areas listed below.
- B. An understanding of community health resources, concepts, principles, and procedures.
- C. The ability to analyze, synthesize, and evaluate health knowledge, attitudes, and behavior concerning community and environmental health problems and programs.
- D. The ability to assess the individual's relationship and responsibilities with regard to community health problems.

CONTENT

- I. Environmental Health Problems – Nature, Scope, Causes, and Control
Major emphasis will be placed on air, water, sewage, and refuse. Further topics will include radiation, chemicals, noise, animal reservoirs and vectors of disease, foods, industrial health, and housing.
- II. Disease Protection, Prevention, and Treatment
 - A. The epidemiological method
 - B. Communicable diseases
 - C. Noncommunicable diseases
 - D. Legislation
- III. Consumer Health
 - A. Problems relating to quackery, faddism, cultism, and misinformation
 - B. Attacking the problems – education and protection
 - 1. Schools
 - 2. Consumer protection agencies
 - 3. Professional health organizations
 - 4. Commercial agencies
- IV. World Health and Population Problems
 - A. Factors affecting mortality, morbidity, and longevity

- B. Major world health problems
- C. International organizations for promoting health
- D. International population growth and control policies
- V. The Aged – Problems and Programs
 - A. Understanding the aging process
 - 1. Definitions (gerontology, geriatrics, senescence)
 - 2. Special needs such as health services, housing, recreation, and income
 - B. Programs such as Medicaid, Medicare, and public assistance programs
- VI. Trends in Public Health
 - A. Specialization in medicine
 - B. Group practice
 - C. Use of auxiliary personnel
 - D. Regional organization of health services
 - E. Governmentalization of health sciences
 - F. Emphasis on preventive medicine
 - G. Continuing improvement in technology
 - H. New problems
- VII. Health agencies in the United States – official and voluntary health agencies, social agencies, professional organizations.

SUGGESTED STUDY AID

A study guide may be ordered free from:

College Proficiency Examination Program – Study Guides
 New York State Education Department
 99 Washington Avenue
 Albany, New York 12210

CPE COMMITTEE IN HEALTH EDUCATION SCIENCES III

Patrick Carolan, Nassau Community College
 Harold Childs, Springfield College
 Frank Egan, Queensborough Community College
 Julia Freitag, N.Y.S. Department of Health
 Mary Ruth Jacobus, State University College at Cortland
 Anne Loop, Hunter College
 Edmund McTernam, State University of New York at Stony Brook
 Lois Meyer, U.S. Food and Drug Administration
 Charles Poskanzer, State University College at Cortland
 James Quinlivan, N.Y.S. Department of Health
 Thomas Rochester, Corning Community College
 Joseph Salvato, N.Y.S. Department of Health
 Andrew Sorensen, Cornell University
 George Stricker, Adelphi University

NURSING SCIENCES

In 1966, a series of hearings held by a joint legislative committee on the shortage of nurses in New York State revealed that there were few opportunities for licensed practical nurses and registered nurses to earn credit toward an associate or baccalaureate degree for previous education and experience. To meet this need, faculty committees representing New York State's baccalaureate and associate and hospital school nursing programs developed five proficiency examinations in nursing subjects, each of which is 3 hours in length. The CPEs in Fundamentals of Nursing and Maternal and Child Nursing (associate) are designed primarily to facilitate the advancement of nurses who wish to obtain an associate degree in nursing from a college. The three baccalaureate level tests — Medical-Surgical Nursing, Psychiatric-Mental Health Nursing, and Maternal and Child Nursing (baccalaureate) — are framed primarily for nurses seeking a baccalaureate degree from a college or university.

Most collegiate schools of nursing and a growing number of hospital schools in New York State grant credit or advanced placement for an acceptable performance on one or more of these examinations. Schools of nursing may require evidence of clinical ability before granting credit, or set other requirements for individual candidates. A list of the schools of nursing participating in the program may be found at the end of this section of the catalog. CPE candidates in the nursing sciences are advised to check specific credit or advanced placement granting policies with the dean or department chairman or director of nursing at the school they will attend, before taking a CPE.

The Regents External Degree Program now offers an Associate in Applied Science in Nursing degree. Special Regents External Degree Examinations in nursing have been developed for this program. Therefore, candidates enrolled in the Regents External Degree Associate in Applied Science in Nursing Program should *not* take College Proficiency Examinations in the nursing sciences. Degree requirements and further information may be found in the "Degree Programs" section of this catalog. Associate in Applied Science in Nursing Regents External Degree Examination descriptions currently available follow this "Nursing Sciences" section.

FUNDAMENTALS OF NURSING

Credits: 10

The College Proficiency Examination in Fundamentals of Nursing is designed to test the candidate's knowledge and understanding of the basic practice of nursing. The examination assumes preparation equivalent to that of the student who has taken a basic course in fundamentals of nursing at a diploma school of nursing or in an associate degree program of nursing.

OBJECTIVES

The candidate will be expected to demonstrate:

- A. A knowledge and understanding of facts, trends, and terminology related to the content areas listed below.
- B. The ability to recognize and apply principles and theories to a variety of nursing situations.
- C. The ability to assess simple nursing situations and propose an appropriate plan of action.

CONTENT

- I. Health Care
 - A. History of nursing
 - B. Roles of members of the health team
 - C. Health services and agencies as related to current problems
 - D. Environment of the hospital
 - E. Legal implications of nursing
- II. Maintaining the Individuality of the Patient
 - A. Basic psychosocial needs
 - B. Nurse-patient relationships
 - C. Patient behavior
- III. Maintaining Basic Physiological Functions
 - A. Nutrition
 - B. Elimination
 - C. Activities
 - D. Rest
- IV. Therapeutic Intervention
 - A. Medication
 - B. Application of heat and cold
 - C. Irrigation
 - D. Maintenance of wound and urinary drainage
 - E. Bandages, bindings, and dressings

Asepsis, observation, recording, and reporting are included throughout the content.

SUGGESTED STUDY AID

A bibliography may be ordered free from:

College Proficiency Examination Program — Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12210

CPE COMMITTEE IN FUNDAMENTALS OF NURSING

Helen Dewar, E. J. Meyer Memorial Hospital
Janet Fahey, Hudson Valley Community College
Louise Hall, Mohawk Valley Community College
Mildred Pitts, Kingsborough Community College
Marian Siriani, Misericordia Hospital

MATERNAL AND CHILD NURSING, ASSOCIATE DEGREE LEVEL

Credits: 6

The College Proficiency Examination in Maternal and Child Nursing, *Associate Degree Level* is designed to test the candidate's knowledge, understanding, and application of principles in the nursing care of parents and children. The examination assumes preparation equivalent to that of the student who has taken a course in maternal and child nursing in an associate degree program of nursing.

OBJECTIVES

The candidate will be expected to demonstrate:

- A. A knowledge and understanding of facts, trends, and terminology related to the content areas listed below.
- B. The ability to recognize and apply principles and theories to a variety of nursing situations.
- C. The ability to assess commonly-occurring nursing situations and propose an appropriate plan of action.

CONTENT

The importance of interpersonal relationships is stressed throughout the maternal and child nursing content. Aspects of nutrition and pharmacology related to maternal and child nursing are included throughout the content, also.

- I. The Beginning Family
 - A. Antepartal period
 1. Effect of pregnancy on mother and family
 2. Prenatal health care
 3. Deviations from normal

- B. Intrapartal period
 - 1. Normal stages and phases of labor
 - 2. Care during labor and delivery
 - 3. Deviations from normal
- C. Postpartal period
 - 1. Physiological and psychological changes
 - 2. Adaptations to new family roles
 - 3. Family planning
 - 4. Deviations from normal
- D. Newborn period (birth to 28 days)
 - 1. Physiological and psychological adaptations to life
 - 2. Dependency, anticipatory guidance, and health supervision
 - 3. Deviations within the neonatal period

II. The Expanding Family

- A. The infant (1 month to 1 year)
 - 1. Family relationships
 - 2. Normal development
 - 3. Health care
- B. The toddler (1 to 2½ years)
 - 1. Family relationships
 - 2. Normal development
 - 3. Health care
- C. The preschool child (3 to 5 years)
 - 1. Family and other relationships
 - 2. Normal development
 - 3. Health care
- D. The schoolage child (6 to 12 years)
 - 1. Family and other relationships
 - 2. Normal development
 - 3. Health care
- E. The adolescent (13 to 21 years)
 - 1. Family relationships
 - 2. Normal development
 - 3. Health care

CPE COMMITTEE IN MATERNAL AND CHILD NURSING, ASSOCIATE DEGREE LEVEL

Meda Bowman, Monroe Community College
 Florence Healy, Corning Community College
 Adele Mitchell, Suffolk Community College
 Edith Rubino, National League of Nursing

MATERNAL AND CHILD NURSING, BACCALAUREATE LEVEL

Credits: 12

The CPE in Maternal and Child Nursing, *Baccalaureate Level*, is designed to test the candidate's knowledge and understanding of maternal and child nursing. The emphasis is placed upon the application of theory to the nursing situation.

OBJECTIVES

The candidate should be prepared to demonstrate:

- A. A knowledge of facts, trends, and terminology related to the content areas listed below.
- B. The ability to recognize and apply principles and theories to a variety of nursing situations.
- C. The ability to use a problem-solving approach in assessing nursing situations and in making judgments concerning appropriate nursing intervention.

CONTENT

- I. Maternal Nursing
 - A. Antepartal period
 1. Manifestations of pregnancy
 2. Impact of pregnancy on mother and family
 3. Management of the pregnant patient
 4. Trends in maternal care
 - B. Intrapartal period
 1. Normal labor process
 2. Complications of labor
 3. Operative obstetrics
 4. Management of the labor patient
 - C. Postpartal period
 1. Psycho-physiological adaptations
 2. Complications of puerperium
 3. Management of postpartal patient
 4. Family planning
 - D. Newborn period
 1. The normal newborn
 2. Complications within the newborn period
 3. Prematurity
 4. Management of the newborn period
- II. Child Nursing
 - A. The infant (birth to 1 year)
 1. Family relationships
 2. Acute medical and surgical conditions
 3. Long-term medical and surgical conditions
 4. Health supervision

- B. The young child (1 to 5 years)
 - 1. Family relationships
 - 2. Medical-surgical conditions
 - 3. Effects of illness
 - 4. Health supervision
- C. The school age child (6 to 12 years)
 - 1. Interpersonal relationships
 - 2. Medical-surgical conditions
 - 3. Effects of illness
 - 4. Health supervision
- D. The adolescent (13 to 21 years)
 - 1. Family relationships
 - 2. Psycho-social and psycho-sexual needs and problems
 - 3. Common health problems
 - 4. Health supervision

SUGGESTED STUDY AID

A bibliography may be ordered free from:

College Proficiency Examination Program — Study Guides
 New York State Education Department
 99 Washington Avenue
 Albany, New York 12210

CPE COMMITTEE IN MATERNAL AND CHILD NURSING, BACCALAUREATE LEVEL

Sister Patricia Ann Finn, Niagara University
 Mary Norma O'Hara, State University of New York at Buffalo
 Cornelia Porter, University of Rochester
 Roselind Wang, Russell Sage College

MEDICAL-SURGICAL NURSING

Credits: 12

The emphasis of the College Proficiency Examination in Medical-Surgical Nursing will be on the nursing process.

OBJECTIVES

The candidate will be expected to:

- A. Know specific facts, principles, and theories.
- B. Assess situations by analysis and synthesis.
- C. Apply nursing principles.
- D. Evaluate situations as to their effectiveness and implications.

CONTENT

- I. Metabolism
 - A. Oxidation
 - B. Hydration
 - C. Nutrition
- II. Mobility
 - A. Skeletal movement
 - B. Nerve control
 - C. Flow and pressure
- III. Tissue Trauma
 - A. Irritation-inflammation
 - B. Infection
 - C. Change of tissue activity
 - D. Change of function
- IV. Sensation
 - A. Special senses
 - B. Receptors
- V. Behavior
 - A. Integrative
 - B. Physiological factors
 - C. Psychological

SUGGESTED STUDY AID

A bibliography of recommended readings may be ordered free from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12210

CPE COMMITTEE IN MEDICAL-SURGICAL NURSING

Erma Bahrenburg, Adelphi University
Margaret Cotterell, Cornell University – New York Hospital
Marjory Keenan, Russell Sage College
Madelein Kennedy, State University of New York at Buffalo
Edith Schmitt, Wagner College

PSYCHIATRIC-MENTAL HEALTH NURSING

Credits: 6

¹ The emphasis in the College Proficiency Examination in Psychiatric-Mental Health Nursing is placed upon the application of theory to the nursing situation.

OBJECTIVES

The candidate should be prepared to demonstrate:

- A. A knowledge of facts, trends, and terminology related to the content areas listed below.
- B. The ability to recognize and apply principles and theories to a variety of nursing situations.
- C. The ability to utilize a problem-solving approach in assessing nursing situations and in making judgments concerning appropriate nursing intervention.

CONTENT

- I. Personality Development
 - A. Developmental goals at particular stages
 - B. Early family relationships
 - C. Basic human needs
 - D. Development of self-concept
 - E. Adaptive processes
 - F. Specific mechanisms
 - G. Possible determinants of behavior
 - H. Conflicts
- II. Nature of Anxiety
 - A. Definition
 - B. Origins of anxiety
 - C. Physiological, mental, and behavioral signs
 - D. Normal vs. neurotic
 - E. Methods of coping with anxiety
- III. Interpersonal Relationships
 - A. Reciprocal nature of
 - B. The psychiatric nurse
 - 1. Role with patients and co-workers
 - 2. Interpersonal functions
 - 3. Needed qualities and attitudes
 - 4. Skills and abilities
 - a. Methods of thinking
 - (1) critical
 - (2) knowledgeable
 - (3) goal directed
 - b. Ability to recognize meanings underlying overt behavior (in self and others)
- IV. Communication Process
 - A. Definition
 - B. Kinds of communication
 - C. Specific communication skills
 - D. Use of communication skills
- V. Types of Therapy
 - A. Somatic
 - B. Psychotherapeutic

VI. Patient's Hospital World

- A. Characteristics and problems of the hospital environment
 - 1. Custodial hospitals
 - 2. Therapeutic community
- B. Patient adjustment to hospital environment
 - 1. Patient's hospital world
 - 2. Negative aspects of patient adjustment
 - 3. Positive aspects of patient adjustment
- C. Therapeutic use of the patient's environment
 - 1. Concept of therapeutic milieu
 - 2. Application of concepts of therapeutic milieu

VII. Problems in Adaptation

- A. Patient behaviors which create nursing problems in psychiatric and nonpsychiatric settings
- B. Specific problems
- C. Major defenses used in adaptation
 - 1. Patterns of adaptation
 - 2. Major defenses used in adaptation and their signs

VIII. Nursing Intervention

- A. Nurse-patient relationships
- B. Principles of problem solving
- C. Skills needed

IX. Role of Nurses in Promoting Mental Health

X. Relations with Helping Professions

**CPE COMMITTEE IN PSYCHIATRIC-MENTAL
HEALTH NURSING**

Ruth Angelus, Cornell University - New York Hospital
Sister Kathleen Black, State University of New York at Binghamton
Kirstan Burke, The University of Rochester

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College Proficiency and
Regents External Degree
Study Guides

ASSOCIATE IN APPLIED SCIENCE IN NURSING REGENTS EXTERNAL DEGREE EXAMINATIONS

The Regents External Degree Examinations in nursing generally are used to satisfy requirements of the Regents External Degree Program leading to the associate in applied science in nursing degree. However, they may be applied toward college credit or used to satisfy requirements for other Regents External Degrees. Complete information on the Associate in Applied Science in Nursing Regents External Degree may be found in Part I of this catalog. All examination descriptions available at the time of publication follow.

Turn to Last Page of this Catalog to Order
College Proficiency and
Regents External Degree
Study Guides

NURSING HEALTH CARE

OBJECTIVES

The Regents External Degree Examination in Nursing Health Care is designed primarily to test an individual's knowledge and understanding of the basic concepts in health, as well as the interrelationship of the psychosocial and cultural factors which affect health. The examination will focus on the health continuum, the health care delivery system, and factors influencing common health deviations. The examination will measure knowledge of health and the health care delivery system as they apply to nursing and influence the practice of nursing.

CONTENT

- I. The Health Continuum
 - A. Concepts of Health
 - B. Factors Influencing Health
- II. Factors Influencing Common Health Deviations
 - A. Congenital
 - B. Cultural Values and Attitudes
 - C. Psychosocial
 - D. Economic
 - E. Environmental
- III. Health Care Delivery System
 - A. Social Forces Bringing About Its Development
 - B. Events Resulting From Social Forces
 - C. Current Practices and Trends in Delivery of Services
- IV. Implications of Above Areas for Nursing
 - A. Knowledge of measures and techniques which promote health in varying degrees within the total health spectrum
 - B. Ability to identify the interrelatedness of psychosocial and bio-physical factors in individual responses to health situations
 - C. Ability to select and apply measures to achieve possible health goals of individuals and families
 - D. Ability to communicate relevant health information pertaining to the on-going planning of health care
 - E. Ability to participate in the on-going assessment of the effectiveness of measures and the need to modify measures

SUGGESTED STUDY AID

A study guide may be ordered free from:

Regents External Degrees — AAS in Nursing Study Guides
99 Washington Avenue
Albany, New York 12210

**REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN
NURSING HEALTH CARE**

Janet Clark, Rockland Community College
Mildred Hoff, Dutchess Community College
Florence Irwin, Ulster County Community College
Breda Nolan, Nassau Community College
Arlene Sherman, Brookdale Community College
Beverley Warner, Mohawk Valley Community College

COMMONALITIES IN NURSING CARE — AREA I

OBJECTIVES

In testing for a knowledge of nursing care and actions common to all people, the Regents External Degree Examination in Commonalities in Nursing Care will focus on the common, recurring nursing problems encountered by the technical nurse. While dealing with the knowledge on an integrated basis rather than by content area, the questions will assume a knowledge and understanding of anatomy and physiology, and technical vocabulary normally possessed by the A.D. nurse.

CONTENT

- I. The Comfort, Rest, and Activity of Man
 - A. Physical Stress
 - B. Psychological Stress
 - C. Mobility vs. Immobility
 - D. Nursing Actions to Maintain Comfort, Rest, and Activity
- II. Nutrition
 - A. Definition of Normal Nutrition
 - B. Factors Influencing Nutrition
 - C. Essential Nutrients
 - D. Common Modifications in Diet (soft, clear liquid, full liquid, regular)
 - E. Nursing Actions Related to Nutrition
- III. Elimination
 - A. Common Disturbances
 - B. Nursing Actions Related to Elimination
- IV. The Skin and Mucous Membrane
 - A. Nursing Actions Related to Maintaining the Integrity of the Skin
 - B. Nursing Actions Related to Maintaining the Integrity of the Mucous Membrane

SUGGESTED STUDY AID

A study guide may be ordered free from:

Regents External Degrees – AAS in Nursing Study Guides
99 Washington Avenue
Albany, New York 12210

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN COMMONALITIES IN NURSING CARE – AREA I

Adelaide Bash, Bergen Community College
Luella Fox, Jamestown Community College
Patricia Irons, Queensborough Community College
Sister Gail Waring, Maria College

COMMONALITIES IN NURSING CARE – AREA II

OBJECTIVES

In testing for a knowledge of nursing care and actions common to all people, the Regents External Degree Examination in Commonalities in Nursing Care will focus on the common, recurring nursing problems encountered by the technical nurse. While dealing with the knowledge on an integrated basis rather than by content area, the questions will assume a knowledge and understanding of anatomy and physiology, and technical vocabulary normally possessed by the A.D. nurse.

CONTENT

- I. Fluid and Electrolyte Balance
 - A. Fluid Imbalance
 - B. Electrolyte Imbalance (i.e. sodium, potassium, calcium, chloride)
 - C. Common Interferences Affecting Fluid and Electrolyte Balance
 - D. Replacement of Fluids and Electrolytes
 - E. Nursing Actions Related to Fluid and Electrolyte Balance
- II. Asepsis
 - A. Concepts Pertaining to Asepsis
 - B. Nursing Actions Relating to Asepsis
- III. Communication and Interpersonal Relations
 - A. Definition of a Relationship
 - B. Ingredients in a Relationship
 - C. Factors Influencing a Relationship
 - D. Communication

- E. Factors Limiting Communication
- F. Nursing Actions Related to Interpersonal Relations and Communication
- IV. Safe Environment
 - A. Mechanical
 - B. Thermal
 - C. Chemical
 - D. Nursing Actions Related to Safe Environment
- V. Oxygenation
 - A. Facilitate Supply of Oxygen
 - B. Signs of Excess and Deficiency of Oxygen Supply
 - C. Nursing Actions Related to Oxygenation

SUGGESTED STUDY AID

A study guide may be ordered free from:
 Regents External Degrees – AAS in Nursing Study Guides
 99 Washington Avenue
 Albany, New York 12210

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN COMMONALITIES IN NURSING CARE – AREA II

Adelaide Bash, Bergen Community College
 Luella Fox, Jamestown Community College
 Patricia Irons, Queensborough Community College
 Sister Gail Waring, Maria College

OCCUPATIONAL STRATEGY (NURSING)

OBJECTIVES

The Regents External Degree Examination in Occupational Strategy is designed primarily to test an individual's knowledge and understanding of the role of the technical nurse as he contributes to the current practice of nursing and the function of the technical nurse within the legal limitations placed on the profession. The major focus of the examination is the health team, the nursing team, and the legal guidelines to nursing practice. However, knowledge of how licensure, nursing organizations, and ethical and educational guidelines influence the technical nurse's function within the field of nursing also is tested.

CONTENT

- I. The Health Team and the Nursing Team
 - A. Composition (i.e. members) of each team
 - B. Function of individual members of each team

- C. Responsibilities of individual members of each team
- D. Responsibilities of the A.D. Nurse
- E. Interlocking and overlapping role responsibility and accountability for all members of each team
- II. Legal Guidelines to Nursing Practice
 - A. Licensure
 - B. Nurse Practice Acts
 - C. Civil, Common, and Criminal Laws
- III. Ethical Guidelines to Nursing Practice
 - A. Professional (A.N.A.)
 - B. Personal: awareness of the human rights of man
- IV. Educational Guidelines
 - A. Differences among levels of academic preparation
 - B. General purposes of academic preparation at each level
 - C. State approval of academic programs
- V. Organizations
 - A. American Nursing Association
 - B. National League for Nursing
 - C. Community organizations influencing the nursing profession

SUGGESTED STUDY AID

A study guide may be ordered free from:
 Regents External Degrees — AAS in Nursing Study Guides
 99 Washington Avenue
 Albany, New York 12210

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN OCCUPATIONAL STRATEGY

Rose Channing, Middlesex County College
 Bernice Finger, Kingsborough Community College
 Doris Franklin, Essex County College
 Ruth Matheney, City College, School of Nursing
 Marilyn McGann, Suffolk Community College
 Phyllis Pelikan, Nassau Community College

Alphabetical Listing of Examinations

	PAGE
Accounting (Level I)	139
Accounting (Level II)	145
African and Afro-American History	103
American History	107
American Literature	109
Applied Music	114
Biology	117
Business Environment and Strategy	151
Commonalities in Nursing Care (Area I)	191
Commonalities in Nursing Care (Area II)	192
Earth Science	124
Educational Psychology	154
English (see Freshman English)	
European History	126
Finance (Level I)	140
Finance (Level II)	146
Foreign Languages	166
French (see Foreign Languages)	
Freshman English	132
Fundamentals of Nursing	181
German (see Foreign Languages)	
Health Education Sciences I: Personal Health-Physical Aspects	173
Health Education Sciences II: Personal Health-Emotional- Social Aspects	176
Health Education Sciences III: Public-Environmental Health	178
History of American Education	155
Italian (see Foreign Languages)	
Management of Human Resources (Level I)	141
Management of Human Resources (Level II)	148
Marketing (Level I)	143
Marketing (Level II)	149
Maternal and Child Nursing (Associate Degree Level)	182
Maternal and Child Nursing (Baccalaureate Degree Level)	184
Medical-Surgical Nursing	185
Music (see Applied Music)	
Nursing Health Care	190
Occupational Strategy (Nursing)	193
Operations Management (Level I)	144
Operations Management (Level II)	150
Philosophy of Education	157
Professional Preparation (Teaching Methods) - Foreign Languages ..	164
Psychiatric-Mental Health Nursing	186
Reading Instruction in the Elementary School	159
Russian (see Foreign Languages)	
Shakespeare	136
Spanish (see Foreign Languages)	

**NEW YORK STATE COLLEGES,
UNIVERSITIES and NURSING PROGRAMS
WHICH PARTICIPATE in the COLLEGE
PROFICIENCY EXAMINATION PROGRAM**

This is a listing of colleges, universities, and nursing programs which have either granted credit for College Proficiency Examinations or have indicated that they will do so. The fact that an institution is not listed does not necessarily indicate that it will not grant credit. Further, not all institutions of higher learning listed will grant credit for all College Proficiency Examinations. In addition, each institution reserves the right to decide whether it will grant credit and how much credit it will grant, on an individual basis.

**NEW YORK STATE COLLEGES AND UNIVERSITIES WHICH
PARTICIPATE IN THE COLLEGE PROFICIENCY EXAMINATION
PROGRAM**

ACADEMY OF AERONAUTICS
ADELPHI UNIVERSITY
ADIRONDACK COMMUNITY COLLEGE
ALFRED UNIVERSITY
AUBURN COMMUNITY COLLEGE
BARD COLLEGE
BENNETT COLLEGE
BERNARD M. BARUCH COLLEGE, CITY UNIVERSITY OF NEW
YORK
BOROUGH OF MANHATTAN COMMUNITY COLLEGE
BRIARCLIFF COLLEGE
BRONX COMMUNITY COLLEGE

BROOKLYN CENTER, LONG ISLAND UNIVERSITY
 BROOKLYN COLLEGE, CITY UNIVERSITY OF NEW YORK
 BROOME COMMUNITY COLLEGE
 CANISIUS COLLEGE
 CATHEDRAL COLLEGE OF THE IMMACULATE CONCEPTION
 CAZENOVIA COLLEGE
 CITY COLLEGE, CITY UNIVERSITY OF NEW YORK
 COLGATE UNIVERSITY
 COLLEGE OF INSURANCE
 COLLEGE OF MOUNT SAINT VINCENT
 COLLEGE OF NEW ROCHELLE
 COLLEGE OF SAINT ROSE
 COLLEGE OF WHITE PLAINS
 COLUMBIA-GREENE COMMUNITY COLLEGE
 COMMUNITY COLLEGE OF THE FINGER LAKES
 CONCORDIA COLLEGE
 COOPER UNION FOR THE ADVANCEMENT OF SCIENCE
 AND ART
 CORNELL UNIVERSITY
 CORNING COMMUNITY COLLEGE
 C.W. POST CENTER, LONG ISLAND UNIVERSITY
 DOMINICAN COLLEGE OF BLAUVELT
 DOWLING COLLEGE
 DUTCHESS COMMUNITY COLLEGE
 D'YOUVILLE COLLEGE
 ELIZABETH SETON COLLEGE
 ELMIRA COLLEGE
 ERIE COMMUNITY COLLEGE
 FASHION INSTITUTE OF TECHNOLOGY
 FORDHAM UNIVERSITY
 FULTON-MONTGOMERY COMMUNITY COLLEGE
 GENESEE COMMUNITY COLLEGE
 HAMILTON COLLEGE
 HARRIMAN COLLEGE
 HARTWICK COLLEGE
 HERBERT H. LEHMAN COLLEGE, CITY UNIVERSITY OF NEW
 YORK
 HILBERT COLLEGE
 HOBART AND WILLIAM SMITH COLLEGES
 HOFSTRA UNIVERSITY
 HOUGHTON COLLEGE
 HUDSON VALLEY COMMUNITY COLLEGE

HUNTER COLLEGE, CITY UNIVERSITY OF NEW YORK
 IMMACULATE CONCEPTION SEMINARY AT TROY
 IONA COLLEGE
 ITHACA COLLEGE
 JAMESTOWN COMMUNITY COLLEGE
 JEFFERSON COMMUNITY COLLEGE
 JULLIARD SCHOOL OF MUSIC
 JUNIOR COLLEGE OF ALBANY, RUSSELL SAGE COLLEGE
 KEUKA COLLEGE
 KINGS COLLEGE
 KINGSBOROUGH COMMUNITY COLLEGE
 LADYCLIFF COLLEGE
 LEMOYNE COLLEGE
 MANHATTAN COLLEGE
 MANHATTAN SCHOOL OF MUSIC
 MANHATTANVILLE COLLEGE
 MARIA COLLEGE OF ALBANY
 MARIA REGINA COLLEGE
 MARIST COLLEGE
 MARYMOUNT COLLEGE
 MARYMOUNT MANHATTAN COLLEGE
 MATER DEI COLLEGE
 MEDAILLE COLLEGE
 MERCY COLLEGE
 MOHAWK VALLEY COMMUNITY COLLEGE
 MOLLOY COLLEGE
 MONROE COMMUNITY COLLEGE
 MOUNT SAINT MARY COLLEGE
 MOUNT SINAI SCHOOL OF NURSING, CITY UNIVERSITY OF
 NEW YORK
 NASSAU COMMUNITY COLLEGE
 NAZARETH COLLEGE
 NEW SCHOOL FOR SOCIAL RESEARCH
 NEW YORK CITY COMMUNITY COLLEGE
 NEW YORK INSTITUTE OF TECHNOLOGY
 NEW YORK UNIVERSITY
 NIAGARA COUNTY COMMUNITY COLLEGE
 NIAGARA UNIVERSITY
 NORTH COUNTRY COMMUNITY COLLEGE
 NYACK COLLEGE
 ONONDAGA COMMUNITY COLLEGE
 ORANGE COUNTY COMMUNITY COLLEGE

PACE UNIVERSITY, NEW YORK CITY
 PACE UNIVERSITY, WESTCHESTER
 PAUL SMITH'S COLLEGE OF ARTS & SCIENCES
 PRATT INSTITUTE
 QUEENS COLLEGE, CITY UNIVERSITY OF NEW YORK
 QUEENSBOROUGH COMMUNITY COLLEGE
 RENSSELAER POLYTECHNIC INSTITUTE
 RICHMOND COLLEGE, CITY UNIVERSITY OF NEW YORK
 ROBERTS WESLEYAN COLLEGE
 ROCHESTER INSTITUTE OF TECHNOLOGY
 ROCKLAND COMMUNITY COLLEGE
 ROSARY HILL COLLEGE
 RUSSELL SAGE COLLEGE
 ST. BONAVENTURE UNIVERSITY
 ST. FRANCIS COLLEGE
 ST. JOHN FISHER COLLEGE
 ST. JOHN'S UNIVERSITY
 ST. JOSEPH'S COLLEGE
 ST. LAWRENCE UNIVERSITY
 ST. THOMAS AQUINAS COLLEGE
 SARAH LAWRENCE COLLEGE
 SCHENECTADY COUNTY COMMUNITY COLLEGE
 SIENA COLLEGE
 SKIDMORE COLLEGE
 STATEN ISLAND COMMUNITY COLLEGE
 STATE UNIVERSITY OF NEW YORK
 UNIVERSITY CENTER AT ALBANY
 AT BINGHAMTON
 AT BUFFALO
 AT STONY BROOK
 STATE UNIVERSITY OF NEW YORK
 COLLEGE OF ARTS AND SCIENCE AT BROCKPORT
 AT BUFFALO
 AT CORTLAND
 AT FREDONIA
 AT GENESEO
 AT NEW PALTZ
 AT OLD WESTBURY
 AT ONEONTA
 AT OSWEGO
 AT PLATTSBURGH
 AT POTSDAM

STATE UNIVERSITY OF NEW YORK AGRICULTURAL &
TECHNICAL COLLEGE AT ALFRED
AT CANTON
AT COBLESKILL
AT DELHI
AT FARMINGDALE
AT MORRISVILLE

STATE UNIVERSITY OF NEW YORK, SPECIAL SUNY INSTITU-
TIONS

COLLEGE OF AGRICULTURE AT CORNELL
COLLEGE OF FORESTRY AT SYRACUSE
MARITIME COLLEGE
UPSTATE MEDICAL CENTER
SUFFOLK COUNTY COMMUNITY COLLEGE
SULLIVAN COUNTY COMMUNITY COLLEGE
SYRACUSE UNIVERSITY
TOMPKINS-CORTLAND COMMUNITY COLLEGE
TROCAIRE COLLEGE
ULSTER COUNTY COMMUNITY COLLEGE
UNION COLLEGE
UNIVERSITY OF ROCHESTER
UTICA COLLEGE OF SYRACUSE UNIVERSITY
VASSAR COLLEGE
VILLA MARIA COLLEGE OF BUFFALO
WAGNER COLLEGE
WELLS COLLEGE
WESTCHESTER COMMUNITY COLLEGE
YESHIVA UNIVERSITY

**NEW YORK STATE COLLEGIATE SCHOOLS OF NURSING AND
HOSPITAL SCHOOLS WHICH PARTICIPATE IN THE COLLEGE
PROFICIENCY EXAMINATION PROGRAM**

I. COLLEGIATE SCHOOLS OF NURSING

ADIRONDACK COMMUNITY COLLEGE
ADELPHI UNIVERSITY
ALFRED UNIVERSITY
BOROUGH OF MANHATTAN COMMUNITY COLLEGE
BRONX COMMUNITY COLLEGE
BROOKLYN CENTER, LONG ISLAND UNIVERSITY
BROOME COMMUNITY COLLEGE

COLUMBIA UNIVERSITY SCHOOL OF NURSING
 COMMUNITY COLLEGE OF THE FINGER LAKES
 CORNING COMMUNITY COLLEGE
 C.W. POST CENTER, LONG ISLAND UNIVERSITY
 D'YOUVILLE COLLEGE
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 FULTON-MONTGOMERY COMMUNITY COLLEGE
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 HUNTER COLLEGE, CITY UNIVERSITY OF NEW YORK
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 JUNIOR COLLEGE OF ALBANY, RUSSELL SAGE COLLEGE
 LONG ISLAND UNIVERSITY
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 NIAGARA UNIVERSITY
 ONONDAGA COMMUNITY COLLEGE
 ORANGE COUNTY COMMUNITY COLLEGE
 PACE UNIVERSITY, NEW YORK CITY
 PACE UNIVERSITY, WESTCHESTER
 QUEENSBOROUGH COMMUNITY COLLEGE
 RUSSELL SAGE COLLEGE
 SKIDMORE COLLEGE
 STATE UNIVERSITY OF NEW YORK
 UNIVERSITY CENTER AT BINGHAMTON
 AT BUFFALO
 AT STONY BROOK
 STATE UNIVERSITY OF NEW YORK
 COLLEGE OF ARTS AND SCIENCES AT BROCKPORT
 STATE UNIVERSITY OF NEW YORK AGRICULTURAL
 AND TECHNICAL COLLEGE AT ALFRED
 AT CANTON
 SUFFOLK COUNTY COMMUNITY COLLEGE
 SYRACUSE UNIVERSITY
 TROCAIRE COLLEGE
 ULSTER COUNTY COMMUNITY COLLEGE

UNIVERSITY OF ROCHESTER
WAGNER COLLEGE

II. HOSPITAL SCHOOLS OF NURSING

ALBANY MEDICAL CENTER, ALBANY
BETH ISRAEL MEDICAL CENTER, NEW YORK CITY
BINGHAMTON STATE HOSPITAL, BINGHAMTON
CHAMPLAIN VALLEY PHYSICIANS HOSPITAL, PLATTSBURGH
CRAIC STATE HOSPITAL, SONYEA
CREEDMORE STATE HOSPITAL, QUEENS VILLAGE
DEACONESS HOSPITAL, BUFFALO
E. J. MEYER MEMORIAL HOSPITAL, BUFFALO
ELLIS HOSPITAL, SCHENECTADY
GENESEE HOSPITAL, ROCHESTER
HARLEM HOSPITAL CENTER, NEW YORK
HARLEM VALLEY STATE HOSPITAL, WINGDALE
JEWISH HOSPITAL OF BROOKLYN, BROOKLYN
LENOX HILL HOSPITAL, NEW YORK
MARCY STATE HOSPITAL, MARCY
MEMORIAL SCHOOL OF NURSING, ALBANY
MILLARD FILLMORE HOSPITAL, BUFFALO
MOUNT VERNON HOSPITAL, MOUNT VERNON
PILGRIM STATE HOSPITAL, WEST BRENTWOOD
ROCHESTER STATE HOSPITAL, ROCHESTER
ROCKLAND STATE HOSPITAL, ORANGETOWN
ROOSEVELT HOSPITAL, NEW YORK CITY
ST. CLARE'S HOSPITAL, NEW YORK CITY
ST. JOSEPH'S HOSPITAL, ELMIRA
ST. JOSEPH'S HOSPITAL, SYRACUSE
ST. VINCENT'S MEDICAL CENTER, STATEN ISLAND
SISTERS OF CHARITY HOSPITAL, BUFFALO
WESTCHESTER SCHOOL OF NURSING, GRASSLANDS
HOSPITAL, VALHALLA
WILLARD STATE HOSPITAL, WILLARD

III. COMMUNITY COLLEGE PRACTICAL NURSE PROGRAM
TOMPKINS-CORTLAND COMMUNITY COLLEGE

OTHER INDEPENDENT STUDY PROGRAMS

THOMAS A EDISON COLLEGE NEW JERSEY

Thomas A. Edison College was created by the New Jersey Board of Higher Education on July 1, 1972. It was established expressly to administer an external degree program that will enable people to earn a college degree outside of the traditional college setting. Edison College is being developed in a cooperative interstate arrangement with New York State's Regents External Degree Program and College Proficiency Examination Program. The two programs will develop external degrees and examinations in complementary areas, using joint faculty committees. The resulting degrees and examinations will be offered in both states, thus spreading educational opportunity and reducing costs. This joint venture will provide a comprehensive external degree program on a regional basis.

For further information write:

Thomas A. Edison College
1750 North Olden Avenue
Trenton, New Jersey 08638

EMPIRE STATE COLLEGE

The State University of New York's Empire State College is designed to meet the educational needs of those who, because of job, family, or personal responsibilities, cannot attend a residential campus, or those others who prefer independent studies. Under the guidance of faculty members who serve as mentors, each student will be able to design his own academic program to best serve his individual needs. A wide variety of academic offerings are available at learning centers located in Saratoga Springs, Albany, Rochester, Metropolitan New York, and Old Westbury, Long Island. Future centers are planned throughout the State.

The State University of New York's Independent Study Program, which includes 92 correspondence courses in 12 fields of study, is now being coordinated by Empire State College. However, those interested may enroll in any one of the participating campuses of the University.

Empire State College operates on a 12-month basis and students may enter at any point during the year. Further information and applications may be obtained by writing to:

Director of Admissions
Empire State College
State University of New York
2 Union Avenue
Saratoga Springs, New York 12866

THE REGIONAL LEARNING SERVICE OF CENTRAL NEW YORK

The Regional Learning Service assists people interested in independent study and off-campus degree programs. It does not award degrees itself; it helps people to find enrichment in all educational resources and to earn academic certification from the Regents External Degree Program, Empire State College of SUNY, colleges and universities in Central New York, and others. RLS facilitates educational use of formal and informal learning opportunities in colleges and universities, in business and industry, in trade unions and vocational institutes, in cultural and social agencies, in libraries and laboratories, and in mass media and home study programs.

As of January 1974, learning consultants of RLS provide personalized support to independent students in Central New York of all ages and educational levels. In a variety of individual and small group settings, learning consultants assist people:

1. To develop realistic occupational and educational goals;
2. To assess their standing in relation to these goals;
3. To select the courses, tutors and other educational options in the region most appropriate to their goals, educational needs, learning styles, personal schedules, and economic situation;
4. To prepare for State and national examinations relevant to their academic progress;
5. To receive academic credit for learning they achieve through study, work, and life experiences outside of academic institutions;
6. To continue their learning efforts until their educational goals are reached.

The Regional Learning Service is sponsored by the private and public 2-year and 4-year colleges and universities that belong to the Central New York Consortium for the External Degree. For information write:

Director
Regional Learning Service
of Central New York
109 Roney Lane
Syracuse, New York 13210

UNIVERSITY WITHOUT WALLS

The University Without Walls is a nontraditional degree program established to encourage research and experimentation in higher education. It was founded by the Union for Experimenting Colleges and Universities, an association of 25 institutions, whose headquarters is at Antioch College, Yellow Springs, Ohio. Five of these institutions are located in New York State. Although there is great variety in University Without Walls programs, all institutions involved are committed to common ideas and goals. Among these key concepts are wide age range, broader range of resources, individualized programs, adjunct faculty, the fostering of self-disciplined study, and assessment of competence rather than counting of credit hours. The five New York State institutions with University Without Walls units are:

Bard College
Annandale-on-Hudson, New York

Friends World College
Westbury, New York

Staten Island Community College
Staten Island, New York

Skidmore College
Saratoga Springs, New York

New York University
New York, New York

ADDITIONAL INDEPENDENT STUDY PROGRAMS

Because of the increasing numbers of individuals who wish to obtain college credit for independent study, and the pressing need to develop

alternate routes toward obtaining post-secondary education, a number of colleges are now offering special degree programs to meet the needs of mature persons seeking college degrees. Some of the main features of these programs are:

- Preadmission counseling to evaluate the applicant's background and experience in order to place him at an appropriate level in college
- Courses geared to interests of adults in content and approach
- Program formats and schedules geared to the convenience of individuals having responsibilities to job, family, and community. Some programs provide for this through evening seminars, some through various types of off-campus study. In these instances, residence requirements are either totally abolished or kept at a minimum.

For more information on these programs and matriculation requirements write to any of the following colleges:

School of General Studies
Brooklyn College
Bedford Avenue and Avenue H
Brooklyn, New York 11210

School of Continuing Education and Extension Services
Washington Square College of Arts & Sciences
New York University
No. 1 Fifth Avenue, Room 2D
New York, New York 10003

School of General Studies
Queens College
65-30 Kissena Boulevard
Flushing, New York 11367

University College
Syracuse University
610 East Fayette Street
Syracuse, New York 13202

Bachelor of Professional Studies Program
Pace College
Pace College Plaza
New York, New York 10038

Independent Study Programs
New York Institute of Technology
268 Wheatley Road
Old Westbury, New York 11568

Office of Continuing Education
Bachelor of Arts in Liberal Studies
State University College at Brockport
Brockport, New York 14420

Excel Program
Fordham University at Lincoln Center
60th Street and Columbus Avenue
New York, New York 10023

Note: Neither the College Proficiency Examination Program nor the Regents External Degree Program sponsors or endorses any instructional programs or courses of study.

HOME STUDY COURSES

There are many good home study courses offered by colleges and by private home study schools. Unfortunately some organizations provide little for the fees they charge. Before signing up for a home study course, the student should check on the reputation of the organization offering it, be sure that the course is in the subject and *at the level* in which he is interested, and read carefully any contract he is asked to sign.

Many colleges and universities across the country offer correspondence courses. A complete list of these schools and the courses they offer is available from:

National University Extension Division
One Dupont Circle, Suite 360
Washington, D.C. 20036

Information on the State University of New York's Independent Study Program, coordinated by Empire State College, can be obtained by writing:

Empire State College
State University of New York
2 Union Avenue
Saratoga Springs, New York 12866

Section 5002 of the New York State Education Law prescribes that correspondence schools located in the State be licensed by the State Education Department. Such a license is issued when the Department

has assured itself that the school has met the requirements of the law and the regulations of the Department. The New York State Education Department's Bureau of Occupational School Supervision publishes a "Directory of Correspondence Schools in New York State," listing licensed schools in the State. Copies of this directory can be obtained free of charge from:

Bureau of Occupational School Supervision
New York State Education Department
99 Washington Avenue, Room 1618
Albany, New York 12210

A directory of other schools which offer correspondence courses is available from:

National Home Study Council
1601 18th Street, N.W.
Washington, D.C. 20009

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

A national proficiency examination program called the College-Level Examination Program of the College Entrance Examination Board administers examinations every month at Binghamton, Buffalo, New York City, Rochester, Syracuse, Troy, and throughout the United States. The College-Level Examination Program offers General Examinations and Subject Examinations similar to those offered by the College Proficiency Examination Program.

The CLEP tests can be used to satisfy Regents External Degree requirements and many colleges will also recognize performance on these tests. The candidate taking CLEP examinations should realize that a New York State college or university may not always accept scores on the College-Level Examinations in the same manner that it accepts College Proficiency Examination or Regents External Degree Examination grades. The candidate should check with the Director of Admissions or other personnel at the college or university from which he wishes to receive credit.

For information on CLEP write to:

Program Director
College-Level Examination Program Board
Box 977
Princeton, New Jersey 08540

**MEMBERS OF THE STAFF
REGENTS EXTERNAL DEGREE PROGRAM
COLLEGE PROFICIENCY EXAMINATION PROGRAM**

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Coordinator of Academic Programs

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The College Proficiency Examination Program is a unit of the State Education Department's Office of Higher and Professional Education, under the supervision of:

T. Edward Hollander Deputy Commissioner for
Higher and Professional Education

Alvin P. Lierheimer Associate Commissioner for
Academic Development

ORDER FORM FOR COLLEGE PROFICIENCY EXAMINATION AND REGENTS EXTERNAL DEGREE EXAMINATION STUDY GUIDES

Please check the title of all examinations for which you wish to have a study guide. Then mail this form to:

Study Guides
College Proficiency and Regents
External Degree Examinations
99 Washington Avenue
Albany, New York 12210

African and Afro-American History	_____
American History	_____
American Literature	_____
Biology	_____
Earth Science	_____
European History	_____
Freshman English	_____
Shakespeare	_____
Accounting (Level I)	_____
Finance (Level I)	_____
Management of Human Resources (Level I)	_____
Marketing (Level I)	_____
Operations Management (Level I)	_____
Accounting (Level II)	_____
Finance (Level II)	_____
Management of Human Resources (Level II)	_____
Marketing (Level II)	_____
Operations Management (Level II)	_____
Business Environment and Strategy	_____
Educational Psychology	_____
History of American Education	_____
Reading Instruction in the Elementary School	_____
Professional Preparation (Teaching Methods)	_____
Modern Foreign Languages	_____
Foreign Languages (French, German, Italian, Russian, Spanish)	_____
Health Education Sciences I	_____

Health Education Sciences II	_____
Health Education Sciences III	_____
Fundamentals of Nursing	_____
Maternal and Child Nursing – Baccalaureate Level	_____
Medical-Surgical Nursing	_____
Nursing Health Care	_____
Commonalities in Nursing Care – Area I	_____
Commonalities in Nursing Care – Area II	_____
Occupational Strategy (Nursing)	_____

Name: _____

Address: _____

The Regents External Degree Program
The University of the State of New York
99 Washington Avenue
Albany, New York 12210

The College Proficiency Examination Program
New York State Education Department
99 Washington Avenue
Albany, New York 12210